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ABSTRACT

This report represents the findings obtained from investigations conducted by nine student research groups based in high school s in each geographical region of the United States. Each research group conducted three-month studies of the drug education programs and formulated recommendations for program modifications and new approaches. Major issues for fact finding included: (1) the incidence of drug abuse among high school students; (2) student attitudes on drug use and abuse; (3) the nature of existing drug education programs; (4) the effectiveness of those programs; and (5) students' perceptions of their drug education needs. The groups' research findings indicate widespread usage and availability of illicit drugs, failure of existing drug education programs to affect student drug usage, and the need for involvement of the community-at-large. The students repeatedly criticized the prevalence of a subject-matter orientation to school drug programs, instead suggesting the need for a personal-problems or social-problems orientation. Included in the report is a discussion of the limitations and weaknesses of this student project. (Author/SJL)

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STUDENTS SPEAK ON DRUGS

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The Drug Abuse Council, Inc.

JUNE 1974 HS-3

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the high school student project

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Preface

The Drug Abuse Council, Inc., is a private, tax-exempt foundation established in February 1972 to serve on a national level as an independent source of needed research, public policy evaluation and program guidance in the areas of drug use and misuse. It is supported by the Ford Foundation, Commonwealth Fund, Carnegie Corporation, Henry J. Kaiser Family Foundation and the Equitable Life Assurance Society of the U.S.

Through its publications and other activities, the Council provides non-partisan, objective information and analysis and serves as a resource for those organizations and individuals searching for new, more effective approaches to nonmedical drug use in our society. For a complete publications list, please refer to the back of this report.

As drug use among the nation's youth increased during the past decade and became commonplace in all social and economic settings, a national concern for drug education increased accordingly. Educators, school administrators, drug abuse researchers, social welfare workers, public health officials, and legislators all pursued solutions to the growing problem. With so many professionals looking for ways to halt drug abuse among young people, it is curious that virtually no one asked the young people themselves for advice. Adults in the various professions conceived educational programs geared, it was thought, to the needs and interests of youth, but prepared and presented without youth input. Earlier programs tended to moralize and to rely more on fear than on fact, whereas more recent programs attempted to provide factual information and to avoid value judgments. In either case, however, the goal was the same: to decrease drug abuse among young people. They have not succeeded in that goal.

It was for this reason that the Drug Abuse Council, Inc. (DAC), an independent source of funds for drug abuse research and policy analysis, began to concern itself with the lack of youth input into drug education programs. It had become sufficiently clear that efforts to prevent youthful drug abuse were not going to succeed unless young people themselves were permitted and encouraged to participate actively in those efforts. With this awareness came the idea for the High School Student Project on Drug Abuse (HSSP).

ACKNOWLEDGMENTS

The Drug Abuse Council wishes to thank the many people who contributed to the project. The project would not have been done at all without Dr. Frederick P. Thieme of the University of Colorado, who suggested it to the Council in the first place, Jane Silver, Project Officer for the HSSP, and John DeLuca of the Council staff. Jean Johnson, also of the Council, devoted much time, care, and competence to the organizational and details so necessary to any project of this nature.

Our gratitude is also due Mary Wilson, Pat Wilson and of the staff of the Student Information Center, James Dy Carnegie Corporation who brought the Council and th together, and Sheila Doctors for writing this final report.

Finally, very special thanks are due to the student participating schools who undertook the project with en and skill.

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Finally, very special thanks are due to the students in the participating schools who undertook the project with enthusiasm and skill.

Introduction

Looking Back

The High School Student Project on Drug Abuse

RATIONALE

In retrospect, it seems most unfortunate
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Looking Back

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RATIONALE

In retrospect, it seems most unfortunate that youth input into drug education was so lacking. As predominant members of the drug culture, young people represent an invaluable source of practical drug knowledge. High school students are far more likely than their teachers to be familiar with the appearance of various illegal drugs, or to know the extent of drug abuse among their peers.

Furthermore, young people constitute one of the largest susceptible populations of illicit drug use and are the primary consumers of drug education. It seems that an essential prerequisite to drug curriculum design would be the solicitation of input from young people regarding their attitudes on drugs and drug education. However, the belief of many educators that they know *a priori* what is best for their students may have led those educators to assume student drug needs and attitudes, rather than seek student input directly. DAC felt that this explained in part why so many drug education programs have been unresponsive or even irrelevant to student needs. DAC's idea was to encourage youth input into drug education and to arrive at alternatives to existing drug programs.

No doubt there were a number of approaches which would have served this purpose. But from the outset, DAC was committed to an approach which would permit youth-control of the project, at least so far as was legally and practically feasible. It is important at this point to distinguish between "youth-involvement" and "youth-control." Youth–involvement is increasingly evident in education today, and is actually much the fashion, both in educational theory and practice. For the HSSP, youth-involvement would have meant that although young people were included, adult-professionals could actually have administered and directed the project. Although student attitudes and ideas would have been sought for all aspects of the drug scene, the project would have relied ultimately on adult decision-making.

Youth-control, on the other hand, would mean a project run as totally as possible by young people. Not only would the HSSP research the attitudes and opinions of young people, but it would be designed, administered, and executed by young people. For two reasons, DAC wanted youth-control for the HSSP. One was the fact that youth-control was something new in drug abuse research. The innovative aspect of such an undertaking made it more exciting. No one knew what the high school students could do in the way of drug research when left solely to their own devices, and DAC wanted to find out.

The other reason was the likelihood that adult control would significantly alter the results of the research. Young people react differently to adults than to their peers, often saying what they believe the adults want to hear. Furthermore, adults are often unable to resist making decisions for young people, rephrasing their language and drawing their own conclusions. In short, it was felt that the most honest and uninhibited student response could be expected where students were free of adult control. Hence the rationale was established for an innovative drug abuse research project, aimed at youth and run by youth.

It is important to recognize how this initial decision for youth-control would also significantly affect the project's outcome from a technical standpoint. A study run by professionals would probably be technically superior to a first attempt by high school students inexperienced in research or scientific reporting. As will be seen later in this report, many technical weaknesses exist in the completed project which are a direct result of letting the students run their own show.

In addition, there were certain practical considerations which DAC had to confront immediately, once the decision for a youth-controlled project had been made. If the young people were to control the HSSP, what would be DAC's role in the project? How would the project be administered and funded? DAC was already familiar with a unique student consultant service called the High School Student Information Center (SIC), located in Washington. SIC had been created in 1970 by high school students for the purpose of helping other high school students to effect nationwide high school reform. Relying upon private foundation funds to support SIC's efforts in that direction, the young directors of SIC had previously contacted DAC seeking financing for student research into drug education. For SIC, such a project was intended as part of its overall efforts to determ students want in the way of reformed high school educ to develop a concept of what a public high school should ultimate object of reform.

After lengthy discussions with SIC directors, it was ag the young people of SIC would serve as administrato HSSP. They would solicit and evaluate grant proposals the research teams, they would assist the local groups their investigations underway, they would provide liaiso DAC and the student researchers, and finally th coordinate a student conference to assemble findings. D assume a relatively passive role, funding the students di then providing technical assistance when it was request students via SIC. By and large, the young people would

ORGANIZATION

To find interested young people, SIC designed and distributed a brochure announcing the HSSP in Au (Appendix A). The brochure explained the ration drug-related student research project, suggested variou investigation, and provided specifications for students submit proposals for funding. Distribution was effect mailing list composed of a national student council rep list plus the names and addresses of young people contacted either DAC or SIC in the past.

All resulting proposals were considered. Visits wer each of the potential project sites by members of SIC t the selection process. On the basis of merit as well as and ethnic variables, nine student groups were finally se funded with grants of up to $2,500 each. Money was the young people directly, except where legal status req agents for minors, and in those cases, the fiscal a selected by the young people themselves. Although DA the established channels in the field of education, in various boards of education and school administrations

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After lengthy discussions with SIC directors, it was agreed that the young people of SIC would serve as administrators of the HSSP. They would solicit and evaluate grant proposals and select the research teams, they would assist the local groups in getting their investigations underway, they would provide liaison between DAC and the student researchers, and finally they would coordinate a student conference to assemble findings. DAC would assume a relatively passive role, funding the students directly and then providing technical assistance when it was requested by the students via SIC. By and large, the young people would do it all.

ORGANIZATION

To find interested young people, SIC designed and nationally distributed a brochure announcing the HSSP in August 1972 (Appendix A). The brochure explained the rationale for a drug-related student research project, suggested various areas of investigation, and provided specifications for students wishing to submit proposals for funding. Distribution was effected from a mailing list composed of a national student council representative list plus the names and addresses of young people who had contacted either DAC or SIC in the past.

All resulting proposals were considered. Visits were made to each of the potential project sites by members of SIC to facilitate the selection process. On the basis of merit as well as geographic and ethnic variables, nine student groups were finally selected and funded with grants of up to $2,500 each. Money was awarded to the young people directly, except where legal status required fiscal agents for minors, and in those cases, the fiscal agents were selected by the young people themselves. Although DAC respects the established channels in the field of education, including the various boards of education and school administrations, it wanted to see what would happen if the student project were funded independently of such channels. The nine participating groups were:

1. Black Student Union of Boston, Inc.
   Roxbury, Massachusetts
2. The United Clubs of Broward County, Inc.
   Hollywood, Florida
3. Metro High School
   St. Louis, Missouri
4. Wisconsin Student Union
   Madison, Wisconsin
5. Student Research Teams of Wingate, Boys,
   and Clara Barton Vocational High Schools
   Brooklyn, New York
6. Chicanos Unidos and King Cobras
   El Paso, Texas
7. Frederick Douglass United Community Center, Inc.
   Washington, D.C.
8. Dayton Drug Project
   Dayton, Ohio
9. Students Allied for Effective Community and
   Education of San Francisco
   San Francisco, California

All student research groups conducted three-month investigations of the drug education programs and formulated recommendations for program modifications and new approaches. Surveys, questionnaires, structured and informal interviews, discussions and newsletters comprised the bulk of the students' research methodology. When the three-month research period had ended, the students submitted reports of their findings and recommendations. Student efforts were then coordinated by means of a High School Student Conference held in Washington, D.C., in February 1973. At that time, a structured information exchange took place,

culminating in the preparation of a joint s
and recommendations regarding drug abus
That statement is included as Appendix C.

GOALS

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structured information exchange took place,

culminating in the preparation of a joint statement of attitudes and recommendations regarding drug abuse and drug education. That statement is included as Appendix C.

GOALS

Although each of the student groups established its own goals, suited to its own needs and interests and related to the drug scene in its particular community, one may extrapolate certain universal goals for the HSSP as a whole. First, the groups aimed to achieve some worthwhile information gathering. Major issues for fact-finding included: (1) the incidence of drug abuse among high school students; (2) student attitudes on drug use and abuse; (3) the nature of existing drug education programs; (4) the effectiveness of those programs; and (5) students' perceptions of their drug education needs. Using their newly acquired fund of information, the students hoped to achieve their second goal, formulating constructive suggestions and recommendations to improve the quality of drug education.

For a three-month pilot project, these goals were admittedly ambitious. So, however, were the students who conceived them. In several cases, the students were forced to recognize their limitations in meeting these goals, due to lack of time, or to lack of funds, or to lack of school or community cooperation, or to lack of research experience. In all cases, however, the groups were able to contribute toward these goals, sometimes with exceptional success, as can be seen in the substance of their reports.

CONCLUSIONS

Since each of the student reports represents an individual and separate research effort, one must be cautious when attempting to extract any overall conclusions for the HSSP as a whole. There is the possibility of over-generalizing the findings of one or two of the reports. There is also the danger of over-simplifying the findings by disregarding conclusions which are divergent or which do not conform to a general pattern. The student reports are by no means so homogeneous that they can be said to produce any unanimous conclusion regarding youthful drug abuse. In many cases, the differences in their findings are as significant as their similarities; those differences will be discussed in the following chapters containing the student reports.

At this point, however, it is fair to state that, although no single conclusion was reached by all the groups, certain themes do recur. The student groups agree that there is widespread usage and availability of illicit drugs, both on and off high school premises. They all stress the inadequacy of existing drug education programs, and their failure to affect student drug usage. They repeatedly criticize the prevalence of a book-knowledge or subject-matter orientation to school drug programs. As a more human alternative for drug education programs, the groups suggest the need for a personal-problems or social-problems orientation. Many of the groups emphasize the need for involvement of the community-at-large, recognizing that drug abuse is too vast an issue for the schools alone. And finally, there is a feeling among several of the groups that drug programs have been more successful when there was direct peer participation, as in the case of the Chicanos Unidos of El Paso.

Clearly there is a persistent trend of thought here despite variations from group to group. The students see a serious problem in youthful drug abuse. For them, it is no academic problem which can, like some problem in geometry, be appropriately solved in an academic, didactic fashion. Drug abuse is a personal problem and the students express the need for a personal, human approach to it. Drug abuse is also a social problem, and the students emphasize the need to approach it within the context of societal influences and implications. Finally, drug abuse is an extensive problem, and the students believe it is unrealistic to place the full burden of drug education upon the schools; by and large, their reports look to the community-at-large to recognize the severity of the problem and to at last accept the responsibility for alleviating it. And always they stress the importance of youth helping youth.

LIMITATIONS AND LEARNING EXPERIENCE

Unfortunately, there were some serious limitations results produced by the HSSP, and it is important to re that these limitations do exist, and why. No research pr flawless, and DAC believes that there is often as much to examining where a project went wrong as by observing the which it went right. As an innovative attempt at controlled research, the HSSP was in many ways a pilot pro experiment to see what the students could do. As such, th inevitable difficulties regarding the technical aspects of and data tabulation. Some of the technical difficulti foreseen by DAC in advance, but most were not anticipa became increasingly problematical as the HSSP progressed. most part, these difficulties were due to the uniquenes project itself. By attempting to identify and understan difficulties, DAC has learned a great deal regarding research. Therefore, the value of the HSSP as a learning ex must not be overlooked in the critical comments that follo

Perhaps the major difficulty was the frequent lack o results. In a number of cases, the groups surveyed attitudes but submitted incomplete survey results, m difficult to interpret their findings in a meaningful w students at Metro High School of St. Louis, Missouri, stat report, for example, that they had been unable to finish t tabulation within the three-month time period and there to submit a report lacking both survey results and reco tions. Similarly, both the groups in San Francisco and in Ohio, submitted incomplete data. All groups were of extension in order to complete their tabulations, but conference no further materials were submitted.

Another technical problem was the apparent lack of ob displayed by some of the groups, either in interpreti reporting the results of their research. Since the stu searchers were not intended to be experts in the field of research, they can hardly be blamed for their subjecti where it occurs, it does limit the credibility of the conclu example, the group from Brooklyn, New York, credited th

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LIMITATIONS AND LEARNING EXPERIENCE

Unfortunately, there were some serious limitations to the results produced by the HSSP, and it is important to recognize that these limitations do exist, and why. No research project is flawless, and DAC believes that there is often as much to learn by examining where a project went wrong as by observing the areas in which it went right. As an innovative attempt at student-controlled research, the HSSP was in many ways a pilot project, an experiment to see what the students could do. As such, there were inevitable difficulties regarding the technical aspects of research and data tabulation. Some of the technical difficulties were foreseen by DAC in advance, but most were not anticipated and became increasingly problematical as the HSSP progressed. For the most part, these difficulties were due to the uniqueness of the project itself. By attempting to identify and understand those difficulties, DAC has learned a great deal regarding student research. Therefore, the value of the HSSP as a learning experience must not be overlooked in the critical comments that follow.

Perhaps the major difficulty was the frequent lack of survey results. In a number of cases, the groups surveyed student attitudes but submitted incomplete survey results, making it difficult to interpret their findings in a meaningful way. The students at Metro High School of St. Louis, Missouri, stated in the report, for example, that they had been unable to finish their data tabulation within the three-month time period and therefore had to submit a report lacking both survey results and recommendations. Similarly, both the groups in San Francisco and in Dayton, Ohio, submitted incomplete data. All groups were offered an extension in order to complete their tabulations, but after the conference no further materials were submitted.

Another technical problem was the apparent lack of objectivity displayed by some of the groups, either in interpreting or in reporting the results of their research. Since the student researchers were not intended to be experts in the field of statistical research, they can hardly be blamed for their subjectivity; yet where it occurs, it does limit the credibility of the conclusions; for example, the group from Brooklyn, New York, credited the SPARK teams (i.e., youth drug teams active in some Brooklyn high schools) with the observed decrease in student drug abuse in Brooklyn over the past two years. But while their data did indicate a definitive decrease in drug usage, it did not indicate any causal explanation. Since the students who carried out the Brooklyn research were also representatives of the SPARK teams in their high schools, it seems likely that their enthusiasm for the SPARK program influenced their conclusion that the causal connection existed.

Related to the problem of subjectivity was the tendency of some groups to adopt a philosophical rather than a scientific approach to the research. In the case of Dayton, Ohio, for example, the students' report was primarily an essay on the social implications of drug abuse. Although it presented a sensitive and provocative analysis of the drug scene, it was essentially the product of opinion, not of investigation.

Similarly, the students in Hollywood, Florida, stated their philosophy at the outset of their report: since drug abuse is an individual choice, the sole purpose of drug education should be to present the factual drug information needed by young people in order to make that choice intelligently. This is an interesting thesis, but again a statement of opinion rather than a conclusion drawn from research findings. As expressions of uncensored student opinions on drug issues, such statements provided worthwhile input into the HSSP. However, when incorporated as they often were into the reports of surveys and other investigations, the unverified opinions served to weaken the project results.

It should be pointed out that the kinds of technical difficulties discussed above could have been avoided, and in this regard, the HSSP provided valable learning experience for DAC. At the outset of the project, DAC did foresee the need for some technical assistance, particularly in the design of survey instruments. To provide assistance in that area, DAC made available to the students, via SIC, a professional survey instrument designed by Pennsylvania State University for the evaluation of drug education by high school students (Appendix B). This proved to be a valuable aid to the student groups, and there were of course other instances

when DAC fulfilled specific student reque
tance.

It became clear toward completion of the
much more technical assistance was neede
requested or than DAC had provided. In
most important lessons of the project for
group wishing to sponsor student research)
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available to the students at all times. Acce
well as availability of pertinent resource
factors to consider in establishing a system
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One idea which seems appropriate
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students suggested that in future youth
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private agencies. Once the liaison was es
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project.

Not only was the HSSP a learning
matters, but in administrative matters as
for total youth-control of the HSSP, it
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unnecessarily cumbersome and inefficient
was a kind of middle-man arrangement, wh
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pointed out that the kinds of technical difficulties could have been avoided, and in this regard, the valable learning experience for DAC. At the outset DAC did foresee the need for some technical cularly in the design of survey instruments. To ıce in that area, DAC made available to the C, a professional survey instrument designed by ate University for the evaluation of drug education tudents (Appendix B). This proved to be a valuable nt groups, and there were of course other instances when DAC fulfilled specific student requests for technical assistance.

It became clear toward completion of the project, however, that much more technical assistance was needed than the students had requested or than DAC had provided. In this regard, one of the most important lessons of the project for DAC (or for any other group wishing to sponsor student research) was that some provision must be made whereby technical assistance would be made available to the students at all times. Accessibility to students as well as availability of pertinent resource materials are important factors to consider in establishing a system for providing technical assistance.

One idea which seems appropriate was suggested by the students themselves at the conference in February 1973. The students suggested that in future youth projects, DAC arrange liaison with local research specialists, either through university or private agencies. Once the liaison was established, the students could tap this local resource whenever the need arose, and perhaps avoid the kinds of technical errors found in this first student project.

Not only was the HSSP a learning experience in technical matters, but in administrative matters as well. When DAC opted for total youth-control of the HSSP, it also decided upon an organizational structure for the project which later proved to be unnecessarily cumbersome and inefficient. What was established was a kind of middle-man arrangement, whereby SIC administered the project and served as go-between for DAC and the student groups. As suggested earlier, the reason for this arrangement was to insure an all-youth administration of the project. However, when viewed in terms of efficiency, such a middle-man structure probably handicapped the project considerably.

It produced a serious communication lag between DAC and the students, because of the constant need to shunt information through the middle organization. But most importantly, DAC was not able to be of maximum assistance to the students, because it had unwittingly removed itself from direct contact with the progress and problems of the students. All of these difficulties, it should be stressed, existed in spite of great effort on the parts of both DAC and SIC to keep the information flow constant and to keep the operation running smoothly and swiftly.

In terms of administration, therefore, DAC learned that wherever possible it should try to maintain at-home administration, for the HSSP demonstrated the importance of running a youth research project in the simplest and most efficient way possible. However, it should be clear that at-home administration need not preclude youth-control of the project. The following arrangement, for example, was suggested by the SIC director of the HSSP: that DAC select and employ qualified high school-aged people as members of its own professional staff. These young staff members would coordinate, direct, and administer any future youth research. Such an arrangement would combine the efficiency of a coordinated at-home administration with the original concept of a youth-run study.

SIGNIFICANCE

Despite the admitted limitations and weaknesses of the student project, the HSSP was a project of considerable signficance for all those who are, or who purport to be, concerned with youthful drug abuse and with efforts to affect drug abuse through education. The HSSP was young people speaking out. And DAC believes that professionals in the drug field, educators, and all concerned individuals would benefit by hearing what they had to say.

Of primary significance was the fact that the young people themselves regarded youthful drug abuse as a serious and pressing problem. It is not only in the minds of the unturned-on generation, of uptight parents and educators, that drug abuse is cause for concern, but in the minds of the youngsters as well. Furthermore, the students did not look upon teenage drug abuse as a sowing of wild oats, as a fad that would disappear in due time, akin to gold-fish swallowing or piling into a telephone booth. For them, it was a growing problem with serious social and personal implications.

This is especially significant for those educators an
administrators who have thus far refused to recognize or
the seriousness of the problem, and therefore have taken
to alleviate it. Can they continue to deny what the
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This is especially significant for those educators and school administrators who have thus far refused to recognize or to admit the seriousness of the problem, and therefore have taken no steps to alleviate it. Can they continue to deny what the students themselves accept and admit?

The HSSP was also significant as a mandate to educators for urgent changes in their approach to drug education. As the consumers of drug education, the students were sensitive to the human needs of a drug education program in a way that many educators and curriculum specialists are not. The students in Brooklyn, New York, put it most succinctly when they said: "We believe that in today's society we must get away from strictly the book and do more education in the practical areas. Things must be dealt with on a more human level."

Group after group reiterated a similar desire to see drug education turn away from its traditional concern with subject matter and approach drug education from a student orientation at last. Big Brother programs, student rap sessions, improved counseling services—recommendations for programs of this sort demonstrated the constant quest for the personal, the human, factor in drug education. It was apparent from the HSSP that drug programs which are not responsive to that human factor are not going to have much effect on student drug usage.

Perhaps the greatest significance of the HSSP, however, lies in the students' attempt to understand the social context within which youthful drug abuse is flourishing in this nation. For the students of Madison, Wisconsin, drug abuse appeared to be directly related to young people's feeling of alienation, and their desire to escape from alienation. In a similar vein, the Chicanos Unidos pointed to the lack of positive alternatives for Mexican-American youths in El Paso, Texas; the lack of recreation facilities and of employment opportunities appeared to be causally linked to their glue sniffing. The student group in Dayton, Ohio, may have phrased it best when they described "the feeling of powerlessness that makes drugs seem the only way out."

Thus the HSSP has important implications that reach even beyond the schools and school drug programs. The students were able to penetrate the issue of drug abuse to perceive what many educators have not—that drug abuse should not be dealt with as an isolated issue at all. It is a symptom of far broader social ills, an outgrowth of the frustrations of alienation and powerlessness experienced by individuals adrift in a society which is already too impersonal, too vast, too indifferent, and too complex, and which is becoming increasingly more so.

The students of the HSSP were speaking, therefore, not only to

teachers and principals. They were spe ot—
community of people, urging them to ackn all.
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HSSP were speaking, therefore, not only to teachers and principals. They were speaking to the entire community of people, urging them to acknowledge their responsibility to their young people; to provide them with healthy, positive alternatives; to involve them in the processes and the institutions which control their lives. The students were saying that that would be the sort of drug education which might make a difference. DAC can only hope that the people will listen.

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Boston, Massachusetts

The Need for Drug Education

The report of the Black Student U
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drug use; (3) the underlying reasons for st
amount of money spent by high school st
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policies regarding student drug users.

The methodology applied toward reach
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naires. Fifteen hundred students of divers
grounds were interviewed in all, including
drug users. The community questionnai
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use.

Findings confirmed the students' expec
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were sold inside the high schools. It was es
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Many of the students interviewed agreed t
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pleasure or curiosity.

In light of these findings, the Black St
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Boston,
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The Need for Drug Education

The report of the Black Student Union of Boston, Inc., demonstrated an urgent need for instituting some form of drug education in the Boston schools. In their original proposal for funding, the students indicated that virtually nothing was done in the way of drug education by the Boston public schools. Yet they believed that drug abuse was growing in the inner city high schools, and that there was actually widespread sale of illegal drugs right on school premises. The students were especially concerned with what they perceived as a lack of community awareness that a school drug problem even existed.

In light of such a problem, the Black Student Union established the following goals for its project: to generate community action, and to do so by finding and publishing the facts on a host of drug-related issues. Those issues were: (1) the incidence of use and sale of drugs on high school premises; (2) student attitudes toward drug use; (3) the underlying reasons for student drug use; (4) the amount of money spent by high school students on drugs; (5) an evaluation of existing high school drug programs; and (6) school policies regarding student drug users.

The methodology applied toward reaching those goals consisted of administering student interviews and community questionnaires. Fifteen hundred students of diverse socio-economic backgrounds were interviewed in all, including interviews with student drug users. The community questionnaire was administered to over 100 Boston area residents and was intended to research general community attitudes regarding drugs and high school drug use.

Findings confirmed the students' expectations. The conclusions drawn were that drugs were used freely and openly, both on and off high school premises, and that a wide range of illegal drugs were sold inside the high schools. It was estimated that the average student drug user spent approximately $7.00 per week on drugs. Many of the students interviewed agreed that the schools were not presently equipped to educate student drug users about drugs. Yet the reasons generally given by the drug users for drug use were pleasure or curiosity.

In light of these findings, the Black Student Union held a press conference and recommended that the Boston School Committee stablish a volunteer commission to develop a model drug ducation program for the city's schools. Money from the lassachusetts State Lottery was a suggested source of funding. It urther recommended that the commission be comprised of udents, parents, teachers, administrators, educational planners, a rug research and evaluation specialist, a drug education specialist, nd social service representatives. Finally the Black Student Union riefly recommended an approach based on parental involvement nd guidance counseling.

DRUGS

WITHIN
THE CITY OF
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HIGH
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A Report By The
Black Student U
Of Boston Inc.

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INTRODUCTION

In October 1972, The Drug Abuse Council selected the Black Student Union of Boston, as one of the ten (10) student organizations across the country, to undertake a pilot drug research project.

The ten (10) student drug research projects were funded by the Drug Abuse Council, Inc., to enable young people to research in areas in which they could provide valuable input, in evaluating existing drug programs, as well as making recommendations for either the improvement of those programs or the development of new programs, on the community, school, and/or government levels.

The Black Student Union of Boston, Inc., was funded by the Drug Abuse Council in October 1972, to research, " The Use and Availability of Drugs " within the city of Boston high school campuses.

The research/study reviewed the following areas:

- the use of drugs on high school campuses;
- the sale of drugs on high school campuses;
- the general attitudes of high school students, towards drugs and drug use;
- the underlying reasons for drug use, among high school students;

- the amount of money spent by students on hi campuses, to purchase drugs;
- evaluation of size and nature of drugs, use students;
- evaluation of existing drug programs on hig
- the handling of drug users, by school adm counselors.

METHODS USED IN THE RESEARCH/STUDY

Research and data collection took various

- interviews with former students;
- interviews with parents and students;
- a community opinion survey in selected sec
- questionaires on the general topic of drug education;
- interviews with drug addicts, who attended city of Boston.

The methodology was shaped with two (2) major

1. By creating conditions under which student honestly report their illegal, (highly se
2. By creating conditions in which non-users trouble to provide detailed, accurate info which may not be central to their lives.

We at the Black Student Union appealed to the for the solutions to these problems, and recr students to formulate questionaires, that wou spread cooperation from students.

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- the amount of money spent by students on high school campuses, to purchase drugs;
- evaluation of size and nature of drugs, used by high school students;
- evaluation of existing drug programs on high school campuses;
- the handling of drug users, by school administrators and counselors.

METHODS USED IN THE RESEARCH/STUDY

Research and data collection took various forms:

- interviews with former students;
- interviews with parents and students;
- a community opinion survey in selected sections of the city;
- questionaires on the general topic of drugs and drug education;
- interviews with drug addicts, who attended school in the city of Boston.

The methodology was shaped with two (2) major concerns,

1. By creating conditions under which student drug users would honestly report their illegal, (highly sensitive) activity.
2. By creating conditions in which non-users would take the trouble to provide detailed, accurate information on a topic which may not be central to their lives.

We at the Black Student Union appealed to the students themselves for the solutions to these problems, and recruited fifteen (15) students to formulate questionaires, that would elicit widespread cooperation from students.

During October, November, and December, all research data was gathered by fifteen (15) Boston high school students, these students developed evaluation questionaires, which were used to interview fifteen hundred (1500) high school students, concerning the use and availability of drugs in the city of Boston high school campuses.

The interviewing of high school students, generated detailed information in the following areas:

- the variety of drugs used on high school campuses;
- the variety of drugs sold on high school campuses;
- students attitudes towards drugs;
- the general attitudes of high school counselors towards drug users;
- amount of money spent to purchase drugs by high school students;

Also during December, a research team of students developed questionaires, for a community survey to research the general attitudes of the community at large, concerning drugs and drug use, on high school campuses, through-out the city.

The Community survey, also generated detailed information from parents, non-students, teachers, educators, community organizations, and drug addicts concerning the problem of drugs in Boston schools.

The following report is a collaboration of all the testimonies, interviews, questionaires, and statements given by concerned students, teachers, former students, parents, educators, etc.

We at the Black Student Union, hope that this report can establish a mechanism in which changes will be made to eliminate, " The Use and Availability of Drugs within the city of Boston schools. "

FINDINGS

This report, which summarizes the results o
Research Project, of the Black Student Unio
is based upon the interviews, surveys, test
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The following findings, are arranged under
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STUDENTS ATTITUDES TOWARDS DRUGS/ Question

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- question # 1.

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FINDINGS

This report, which summarizes the results of the Drug Research Project, of the Black Student Union of Boston, is based upon the interviews, surveys, testimonies, and questionaires, developed and administered by students enrolled in high schools, throughout the city of Boston.

The following findings, are arranged under a number of topics, these topiced were also developed by the staff of the research project, to enable all persons reading this report, to understand the complexity of the the problem of drugs, and drug use, in the city of Boston schools.

STUDENTS ATTITUDES TOWARDS DRUGS/ Questionaire results

The Drug Research Project, interviewed fifteen hundred (1500) high school students, enrolled in Boston high schools, concerning the general topic of drugs, these students represented diverse social backgrounds, income levels, religions, age groups, and educational levels.

The following is the general conclusions of the interviews, in which students were requested to answer multiple choice questionaires, on the use and availability of drugs in their particular schools.

- question # 1.

  " How interested are you, in the general topic of drugs and drug use. "

- Students response to question # 1.

563 Students/or 37.5 percent of the students interviewed, answered, " they are very interested. "

462 students/or 30.8 percent of the students interviewed, answered, " they are fairly interested. "

181 students/or 13.1 percent of the students interviewed, answered, " they are only slightly interested. "

149 students/or 9.4 percent of the students interviewed, answered, " they are not at all interested. "

While 145 students/or 9.2 percent of the students interviewed, declined to answer question # 1.

- question # 2

  " Which one group needs drug education most. "

- Students response to question # 2.

636 students/or 42.4 percent of the students interviewed, answered, " grade school students."

211 students/or 14.1 percent of the students interviewed, answered, " junior high school students. "

400 students/or 26.6 percent of the students interviewed, answered, " high school students. "

152 students/or 10.13 percent of the students interviewed, answered, " teachers and counselors. "

- While 103 students/or 6.77 percent of the st
  viewed, answered, " Parents "

- question # 3.

  " How valuable would a local telephone infor
  counseling service, be for you if it was o
  nights and weekends. "

- Students response to question # 3.

371 students/or 24.73 percent of the students i
answered, " very valuable."

704 students/or 46.63 percent of the students i
answered, " of some value."

425 students/or 28.64 percent of the students i
answered, " of no value. "

- question # 4

  " Concerning counselors in your school, whic
  following statements do you agree with. "

  a. You can go to a counselor about a dru
  and be sure that he will not tell any
  about the problem, except the people
  help.

  b. You can be sure, that if you go to a
  in the school I attend, he will not e
  in getting you any type of assistance

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question # 2.

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- question # 3.

" How valuable would a local telephone information and counseling service, be for you if it was operated nights and weekends. "

- Students response to question # 3.

371 students/or 24.73 percent of the students interviewed, answered, " very valuable."

704 students/or 46.63 percent of the students interviewed, answered, " of some value."

425 students/or 28.64 percent of the students interviewed, answered, " of no value. "

- question # 4

" Concerning counselors in your school, which of the following statements do you agree with. "

a. You can go to a counselor about a drug problem, and be sure that he will not tell anyone else about the problem, except the people that can help.

b. You can be sure, that if you go to a counselors in the school I attend, he will not even help in getting you any type of assistance.

c. you can be pretty sure, that the counselors will be interested in helping you with your problem.

d. the counselors will probably know enough about drugs, to help with the problem.

e. if the counselors cant help himself, he will send you to someone who can.

f. none of the above.

. Students response to question # 4.

176 students/or 12.73 percent of the students interviewed, agreed with statement "A" of question # 4.

219 students/or 14.70 percent of the students interviewed, agreed with statement "B" of question # 4.

452 students/or 32.23 percent of the students interviewed, agreed with statement "C" of question # 4.

223 students/or 14.24 percent of the students interviewed, agreed with statement "D" of question # 4.

147 students/or 10.80 percent of the students interviewed, agreed with statement "E" of question # 4.

263 students/or 15.30 percent of the students interviewed, agreed with statement " that none of the above could explain their counselors attitudes, towards students who use drugs. (statement " F ")

. question # 5.

" Has your high school, provided you wi
in any way. "

. Students response to question # 5.

766 students/or 61.06 percent of the student
answered, " Not at all. "

314 students/or 20.53 percent of the student
answered, " Yes, but not at all education

190 students/or 13.90 percent of the student
answered, " Yes, but it only answered a f
ions, that I raised to my satisfaction. "

45 students/or 3.00 percent of the students
answered, " Yes, the drug education progr
is very interesting program, and is very ed

65 students/or 4.28 percent of the students
answered, " yes but it didnot give me sat
swers, to any of the questions I asked. "

120 students/or 7.23 percent of the student
stated, " that none of the above statement
for their school. "

. question # 6.

" On the average, how often have you u
(reefer, grass, weed, hash) during t
months. "

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" that none of the above could ex-
attitudes, towards students who
t " F ")

- question # 5.

" Has your high school, provided you with drug education in any way. "

- Students response to question # 5.

766 students/or 61.06 percent of the students interviewed, answered, " Not at all. "

314 students/or 20.53 percent of the students interviewed, answered, " Yes, but not at all educational. "

190 students/or 13.90 percent of the students interviewed, answered, " Yes, but it only answered a few of the questions, that I raised to my satisfaction. "

45 students/or 3.00 percent of the students interviewed, answered, " Yes, the drug education program in our school, is very interesting program, and is very educational."

65 students/or 4.28 percent of the students interviewed, answered, " yes but it didnot give me satisfactory answers, to any of the questions I asked. "

120 students/or 7.23 percent of the students interviewed, stated, " that none of the above statements, were applicable for their school. "

- question # 6.

" On the average, how often have you used marijuana (reefer, grass, weed, hash) during the past three months. "

. Student response to question # 6.

355 students/or 23.06 percent of the students interviewed, answered, " Not at all. "

260 students/or 15.90 percent of the students interviewed, answered, " less than once a month. "

261 students/or 16.22 percent of the students interviewed, answered, " Once or twice a month. "

164 students/or 13.94 percent of the students interviewed, answered, " Once or twice a week."

225 students/or 15.24 percent of the students interviewed, answered, " 3 to 6 times per week."

235 students/or 15.65 percent of the students interviewed, answered, " Every Day. "

. question # 7.

" On the average, how often have you used alcohol (beer, wine, liquor) during the past 3 months. "

. Student response to question # 7.

701 students/or 46.73 percent of the students interviewed, answered, " Not at all. "

289 students/or 19.26 percent of the students interviewed, answered, " Less than once a month. "

275 students/or 18.36 percent of the students answered, " Once or twice a month. "

135 students/or 9.0 percent of the students answered, " Once or twice per week. "

46 students/or 3.06 percent of the students answered, " 3 to 6 times per week. "

64 students/or 4.26 percent of the students answered, " Every Day."

. question # 8.

" On the average, how often have you us
LSD, mescaline, psylocbin, DMT, STP,
(acid, mesc.) during the past 3 mont

. Student response to question # 8.

1, 090 students/or 72.20 percent of the stud answered, " Not at all. "

150 students/or 11.11 percent of the students answered, " Less than once a month. "

109 students/or 6.79 percent of the students answered, " Once or twice a month. "

96 students/or 6.20 percent of the students answered, " Once or twice per week. "

55 students/or 3.60 percent of the students answered, " 3 to 6 times per week. "

STUDEN

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cent of the students interviewed,
once a month. "

275 students/or 18.36 percent of the students interviewed, answered, " Once or twice a month. "

135 students/or 9.0 percent of the students interviewed, answered, " Once or twice per week. "

4[illegible] students/or 3.06 percent of the students interviewed, answered, " 3 to 6 times per week. "

64 students/or 4.26 percent of the students interviewed, answered, " Every Day."

. question # 8.

" On the average, how often have you used pychedelics, LSD, mescaline, psylocbin, DMT, STP, MDA, etc. (acid, mesc.) during the past 3 months. "

. Student response to question # 8.

1, 090 students/or 72.20 percent of the students interviewed, answered, " Not at all. "

150 students/or 11.11 percent of the students interviewed, answered, " Less than once a month. "

109 students/or 6.79 percent of the students interviewed, answered, " Once or twice a month. "

96 students/or 6.20 percent of the students interviewed, answered, " Once or twice per week. "

55 students/or 3.60 percent of the students interviewed, answered, " 3 to 6 times per week. "

20 students/or 1.20 percent of the students interviewed, answered, " Every Day. "

. question # 9.

" On the average, how often have you used herion or morphine in the past 3 months. "

. Student response to question # 9.

1,265 students/or 84.46 percent of the students interviewed, answered, " Not at all. "

165 students/or 11.03 percent of the students interviewed, answered, " Less than once a month. "

20 students/or 1.10 percent of the students interviewed, answered, " Once or twice a month. "

15 students/or 1.00 percent of the students interviewed, answered, " Once or twice per week. "

•5 students/or .03 percent of the students interviewed, answered, " 3 to 6 times per week. "

15 students/or 1.00 percent of the students interviewed, answered, " Every Day. "

25 students/or 1.10 percent of the students interviewed, had " No comment " concerning the use of herion and morphine.

question # 10.

" On the average, how often have you used
paregoric to get " High " during the p

Student response to question # 10.

1,020 students/or 68.00 percent of the stud
answered, " Not at all. "

85 students/or 7.40 percent of the students
answered, " Less than once a month. "

73 students/ or 5.90 percent of the studen
answered, " Once or twice a month. "

47 students/or 3.20 percent of the students
answered, " Once or twice per week. "

20 students/or 1.30 percent of the students
answered, " 3 to 6 times per week. "

3 students/or .40 percent of the students
answered, " Every Day. "

252 students/or 16.8 percent of the studen
answered, " No comment " concerning the u

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the students interviewed,
the use of herion and mor-

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question # 10.

" On the average, how often have you used codeine or paregoric to get " High " during the past 3 months. "

Student response to question # 10.

1,020 students/or 68.00 percent of the students interviewed, answered, " Not at all. "

85 students/or 7.40 percent of the students interviewed, answered, " Less than once a month. "

73 students/ or 5.90 percent of the students interviewed, answered, " Once or twice a month. "

47 students/or 3.20 percent of the students interviewed, answered, " Once or twice per week. "

20 students/or 1.30 percent of the students interviewed, answered, " 3 to 6 times per week. "

3 students/or .40 percent of the students interviewed, answered, " Every Day. "

252 students/or 16.8 percent of the students interviewed, answered, " No comment " concerning the use of codeine.

question # 11.

" Which of the following, will you definitely not use to get " High " in the forseeable future. "
(mark as many, as you will not use).

a. alcohol
b. glue, gasoline, cleaning fluid, etc.
c. marijuana, hasish, (grass, pot, weed, reefer).
d. psychedelics, (LSD, mescaline, psylocibin, DMT, STP, MDA).
e. herion, morphine, (skag,smack,H)
f. codeine, opium.
g. amhetamines, (dexerine, speed, bennies, crystals, uppers, dexies).
h. others ______________________________

Student response to question # 11.

280 students, of the fifteen hundred (1500) interviewed, marked " A " as one of the products, that they would-not use in the forseeable future.

1,367 students, of the fifteen hundred (1500) interviewed, marked " B. "

350 students of the fifteen hundred (1500) interviewed, marked " C. "

655 students, of the fifteen hundred (1500) interviewed, marked " D. "

647 students, of the fifteen hundred (1500) interviewed, marked " E. "

643 students, of the fifteen hundred (1500) interviewed, marked " F. "

385 students, of the fifteen hundred (1500)
marked " G. "

683 students, of the fifteen hundred (1500)
marked " H. "

211 students, of the fifteen hundred (1500)
marked " I " (other types of products)

question # 12.

" Where would you most prefer to have a dr
program. "

Student response to question # 12.

213 students, of the fifteen hundred (1500)
answered, " in compulzory school or class a

367 students, of the fifteen hundred (1500)
answered, " in optinal school or class asse

572 students, of the fifteen hundred (1500)
answered, " in regular classes. "

137 students, of the fifteen hundred (1500)
answered, " in informal, after school meeti

149 students, of the fifteen hundred (1500)
answered, " in informal meetings, during sc

62 students, of tha fifteen hundred (1500)
answered, " no prefrence. "

STUDEN

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" in the forseeable future. "
as you will not use).

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(LSD, mescaline, psylocibin, DMT,

e, (skag,smack,H)

exerine, speed, bennies, crystals,
.

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question # 11.

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385 students, of the fifteen hundred (1500) interviewed, marked " G. "

683 students, of the fifteen hundred (1500) interviewed, marked " H. "

211 students, of the fifteen hundred (1500) interviewed, marked " I " (other types of products).

question # 12.

" Where would you most prefer to have a drug education program. "

Student response to question # 12.

213 students, of the fifteen hundred (1500) interviewed, answered, " in compulsory school or class assemblies. "

367 students, of the fifteen hundred (1500) interviewed, answered, " in optinal school or class assemblies. "

572 students, of the fifteen hundred (1500) interviewed, answered, " in regular classes. "

137 students, of the fifteen hundred (1500) interviewed, answered, " in informal, after school meetings. "

149 students, of the fifteen hundred (1500) interviewed, answered, " in informal meetings, during school time. "

62 students, of the fifteen hundred (1500) interviewed, answered, " no prefrence. "

question # 13.

" If you have used drugs before, or still use drugs, which of the following, is your primary reason for using them. "

Student response to question # 13.

Of the fifteen hundred interviews with students, the following are their responses, to the above question.

824 students, answered, " Curiosity. "

1,026 students, answered, " for pleasure, fun or kicks. "

93 students, answered, " to be sociable. "

72 students, answered, " to escape preasure. "

68 students, answered, " to help study. "

61 students, answered, " for other reasons. "

question # 14.

" If you used drugs before, or still ues drugs, what is your primary source for the product. "

Student response to question # 14

Of the fifteen hundred interviews with students, the following, are their responses, to the above question.

457 students, answered, " friends (other students). "

326 students, answered, " friends (non stu

259 students, answered, " contacts. "

78 students, answered, " family friends.

52 students, answered, " a store. "

102 students, answered, " other. "

question # 15.

" Can students, in your school, buy drug
the high school campus. "

Student response to question # 15.

1, 047 students, answered, " Yes. "

453 students, answered, " No. "

question # 16.

" Does any of your class mates, use drug
premises. "

Student response to question # 16.

952 students, answered, " yes. "

438 students, answered, " no. "

110 students had no comment.

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52 students, answered, " a store. "

102 students, answered, " other. "

question # 15.

> " Can students, in your school, buy drugs easily on the high school campus. "

Student response to question # 15.

1, 047 students, answered, " Yes. "

453 students, answered, " No. "

question # 16.

> " Does any of your class mates, use drugs on the school premises. "

Student response to question # 16.

952 students, answered, " yes. "
438 students, answered, " no. "

110 students had no comment.

question # 17.

" Are students punished, for using drugs in your school."

Student response to question # 17.

217 students, answered, " Yes, when they get caught. "

866 students, answered, " Yes. "

211 students, answered, " No. "

206 students had no comment.

question # 18.

" In your opinion, do you feel tha students should be punished for using drugs. "

Student response to question # 18.

843 students answered, " No. "

213 students answered, " Yes. "

102 students stated, that students that used drugs, should be helped not punished.

342 students had no comment.

question # 19.

" In your opinion, is it easier to buy drugs, on or off the high school campus. "

Student response to question # 19.

937 students answered, " On the high scho

422 students answered, " Off the high scho

97 students answered, " Both on and off.

44 students had no comment.

question # 20.

" Do you feel outside " Drug Programs "
Concern, First Inc., third nail, etc.,
to run, drug education programs, within

Student response to question # 20.

932 students answered, " Yes. "

512 students answered, " No. "

56 students had no comment.

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422 students answered, " Off the high school campus. "

97 students answered, " Both on and off. "

44 students had no comment.

question # 20.

" Do you feel outside " Drug Programs " such as, Project Concern, First Inc., third nail, etc., should be allowed to run, drug education programs, within your school. "

Student response to question # 20.

932 students answered, " Yes. "

512 students answered, " No. "

56 students had no comment.

COMMUNITY SURVEY

Also during December, a survey team of ten (10) students, interviewed over, one hundred (100) Boston area residents, concerning the general topic of drugs and drug education in the city of Boston schools.

The following, are the general conclusions, of the concerns and opinions which they articulated on the Boston school system:

- Parents generally expressed dis-satisfaction with the Boston school systems, existing drug education programs.
- Parents with high school children in the school system expressed the need for more comprehensive drug education programs, for high school students.
- Parents generally felt students, administrators, teachers and parents should be involved in the decisionmaking role of choicing and/or developing drug education programs, within the schools.
- Parents felt that children/or young adults, should not be punished for using drugs, rather they felt that students should be helped.
- Parents also expressed the need for parental control, and parental involvement, in educating their children about drugs.
- Parents expressed the need for more " Teacher training " in the drug education area.

- Former students of The Boston School
expressed the need, for Drug Educatio
developed and administered by student
- Also former students expressed the ne
development of drug programs, that wo
dents credits, like any other subject
math, english,algebra, etc.
- Former students also stated that, "
easy to buy and use in most inner-cit
- Teenage drug addicts, expressed the n
legalization of marijuana and other d
" Very little or no harm to the body.
- Teenage drug addicts also stated that
bought and sold in the school easily
young people use drugs, and most youn
in school., so all pushers have to do
the people are at. " In the schools.
- Most of the students interviewed (75
" Almost every type drug, from marju
too herion (skag,H) can be purchased
premises.

Students also expressed the need, for
education films, and materials.
(not just charts, graphs, and laws)

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should be helped.

expressed the need for parental control,
involvement, in educating their children

ssed the need for more " Teacher train-
drug education area.

- Former students of The Boston School System expressed the need, for Drug Education programs developed and administered by students.
- Also former students expressed the need, for the development of drug programs, that would give students credits, like any other subject., such as math, english,algebra, etc.
- Former students also stated that, " Drugs are very easy to buy and use in most inner-city schools."
- Teenage drug addicts, expressed the need, for the legalization of marijuana and other drugs that show " Very little or no harm to the body. "
- Teenage drug addicts also stated that drugs can be bought and sold in the school easily because, most young people use drugs, and most young people are in school., so all pushers have to do is go where the people are at. " In the schools. "
- Most of the students interviewed (75 %) stated that, " Almost every type drug, from marjuana, (grass reefer) too herion (skag,H) can be purchased on the school premises.

Students also expressed the need, for real life drug education films, and materials.
(not just charts, graphs, and laws)

CONCLUSION AND REMARKS

From the data gathered by students, from students enrolled in the Boston school system, it is quite evident that drugs are used quite freely and openly, on and off the high school campuses in the city of Boston.

It is also obvious, that all types of drugs are sold on high school campuses, (see question # 15).

Regarding the general attitudes of high school students concerning drug and drug education, the general conclusion of the research staff is, " Students showed a general concern " about drugs and drug education, although many students felt that schools are not equipped with the correct educational tools needed to educate drug users about drugs.

On the issue of the reason for drug use among high school students, the general attitudes of drug users and one time users was, " I use drugs to get high and feel good " and " I tried drugs out of curiosity. "

Concerning the amount of money spent by high school students to purchase drugs, " the average sum of money spent by a student drug user per week is approximately seven (7) dollars.

The information gathered by the staff of Student Drug Research project is very real, we hope that the information compiled, will enable parents, school administrators, teachers, educational planners, and the Boston school Committee to understand the growth of the use of drugs within the Boston school system.

20

ACKNOWLEDGEMENTS

This project was supported by The Drug Abuse
of Washington, D.C., we would like to thank
Council and The Student Information Center o
for the assistance and important role they p
development stages of the Drug Research Proj

We would also like to thank the Roxbury Nort
Area Planning Action Councils, Youth Departm
N.Y.C. program for their continued staff ass
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STUDENT PARTICIPANTS IN DRUG RESEA PROJECT

STAFF

Lynn Christie	Copley Square High Scho
Carla Brisbon	Copley Square High Scho
Norman Goodwin	
Laureen McCollin	Copley Square High Scho
Deborah Parcon	Copley Square High Scho
Dorothy Brown	Dorchester High School
Micheal Robinson	Boston English High Sch
Claunett Haymes	Northeastern University
Joesph Britt	
Wayne Rock	
Ralph Sykes	Boston Technical High S
Regenea Banks	Jeremiah E. Burke High S

plus three other " Name Shy's. "

STUDENT

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This project was supported by The Drug Abuse Council, Inc., of Washington, D.C., we would like to thank the Drug Abuse Council and The Student Information Center of Washington, D.C. for the assistance and important role they played in the development stages of the Drug Research Project.

We would also like to thank the Roxbury North Dorchester Area Planning Action Councils, Youth Department, and its N.Y.C. program for their continued staff assistance in this project.

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plus three other " Name Shy's. "

RECOMMENDATIONS

The Drug Research Project of the Black Student Union recommends the following steps, to attempt to control and stop the drug traffic and drug use by high school students;

a. A non-salaried commission be established by the Boston School Committee, to develop a " Model Drug Education Program " for the city of Boston Elementary, Jr. High, and high schools.

   The commission should have the following diverse representation:

   Students, parents, teachers, educators, school administrators, educational planners, drug education specialists, drug research and evaluation specialist, and social service organization representatives.

b. the development of strict rules and regulations concerning the sale and use of drugs on school premises.

c. more parent-counselor communications, concerning changes in students attitudes and disposition, as many times students can be monitored to see if they are involved with known drug users.

d. more parent involvement in talking to their children about the pitfalls, and medical hangups when using drugs.

e. More parental guidance in the home, concerning drugs.

2

Hollywood, Florida

A Rejection of Drug Education

Both the Black Student Union of Bosto Advisory Council of Broward County, Flo black inner-city youth. Both groups repo illegal drugs in the high schools which the instances, the school systems appeared to education. However, the Boston student schools ought to institute a drug educatio whereas the Florida students rejected the id the remedy, stating that drug education w stop drug abuse.

As stated in their proposal for fundin were most disturbed by the fact that Br utilized youth input in developing what th drug prevention programs. It was the demonstrate the need for youth acti problems. They proposed to do so by fi following drug issues: (1) student drug increasing teenage drug use; (3) school dr provide help for drug users; and (4) sch drug users. Their final goal was to develo preventative methods of combating in-scho

The students' first step toward accompli form the Youth Drug Advisory Council, Student Union of Boston, Inc., the Flo specifically for the purpose of this proje consisted primarily of administering a stud thousand students participated in the quest sample of 1,307 was selected for tabulation

On the basis of this survey, the Florida illegal drugs were widely sold and used i outsiders were often pushing drugs on found that school administrators were not the drug problem in their schools. School be more concerned, but frequently did not users. As regards the cause of drug abuse, for drug abuse were "for fun" or "to escap

It is interesting that all of the abov consistent with the findings of the Boston

2

Hollywood, Florida

A Rejection of Drug Education

Both the Black Student Union of Boston and the Youth Drug Advisory Council of Broward County, Florida, were composed of black inner-city youth. Both groups reported widespread use of illegal drugs in the high schools which they investigated. In both instances, the school systems appeared to offer virtually no drug education. However, the Boston students concluded that the schools ought to institute a drug education program immediately, whereas the Florida students rejected the idea of drug education as the remedy, stating that drug education was not the best way to stop drug abuse.

As stated in their proposal for funding, the Florida students were most disturbed by the fact that Broward County had not utilized youth input in developing what the students referred to as drug prevention programs. It was their goal, therefore, to demonstrate the need for youth action to "resolve" drug problems. They proposed to do so by finding the facts on the following drug issues: (1) student drug attitudes; (2) causes of increasing teenage drug use; (3) school drug programs designed to provide help for drug users; and (4) school policies on student drug users. Their final goal was to develop recommendations for preventative methods of combating in-school drug abuse.

The students' first step toward accomplishing those goals was to form the Youth Drug Advisory Council, for unlike the Black Student Union of Boston, Inc., the Florida group was formed specifically for the purpose of this project. Their methodology consisted primarily of administering a student questionnaire. Five thousand students participated in the questionnaire, and a random sample of 1,307 was selected for tabulation.

On the basis of this survey, the Florida students concluded that illegal drugs were widely sold and used in the schools, and that outsiders were often pushing drugs on school premises. They found that school administrators were not sensitive to alleviating the drug problem in their schools. School counselors appeared to be more concerned, but frequently did not know how to help drug users. As regards the cause of drug abuse, the main reasons given for drug abuse were "for fun" or "to escape pressure."

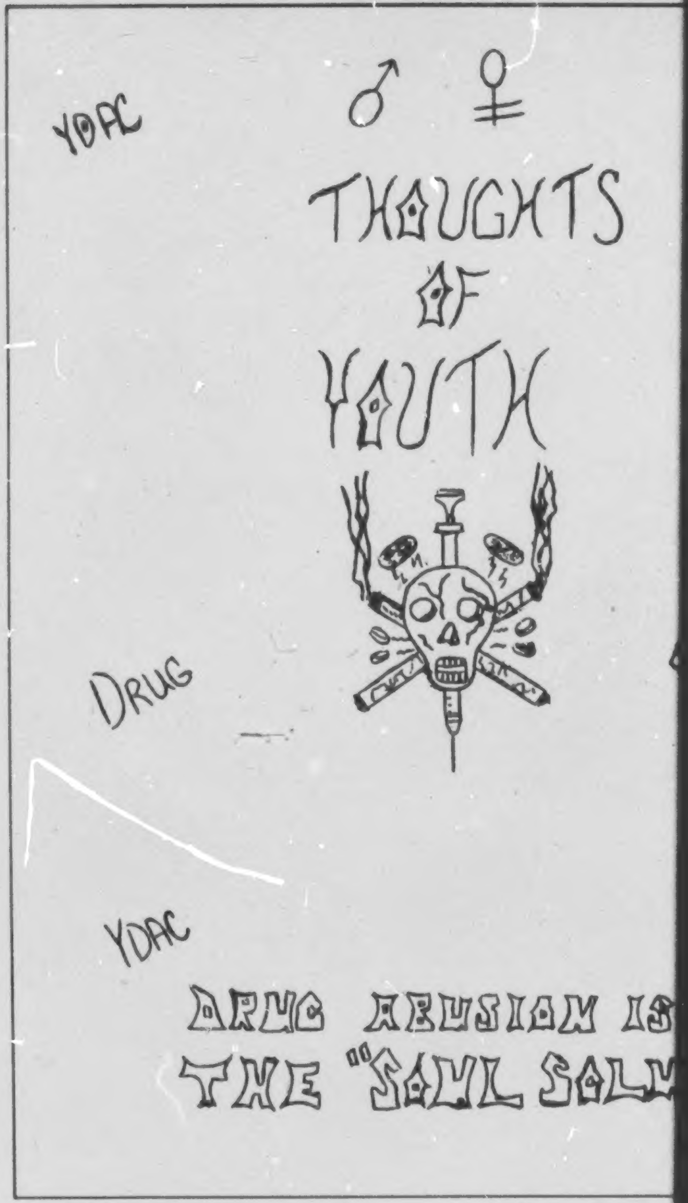
It is interesting that all of the above findings were highly consistent with the findings of the Boston students. Yet Florida's conclusion regarding drug education was totally at odds with the position taken in Boston. Instead of supporting drug education, the Florida students recommended the formation of youth groups, and the provision of youth centers for the groups. It was felt that youth groups could influence drug attitudes through regularly-held rap sessions, Big Brother programs, school drug programs, and the like.

As for the schools' role, the students recommended that the schools adopt a medical rather than an educational approach. In this regard, they suggested that full-time medical personnel be made available in the high schools, and that they be capable of dealing with a drug crisis. While the economic feasibility of such a suggestion is subject to question, it does reveal the students' expressed conviction that drug addicts should be treated as sick people, not as criminals.

Before turning to the report itself, one should be aware that this report contained several weak spots, at least from a technical standpoint. The major problem in this regard was that the student questionnaire was submitted to DAC without its first page. For this reason, it appears here without questions 1-6.

The second technical problem was the lack of detailed data tabulation. The students explained that they had been unable to complete their data tabulation within the three-month time period allotted for the project. Therefore, it should be understood that the data presented in their report represents only a summary of the actual findings.

The third weakness of the report is a disturbing self-contradiction found in the recommendations. Although the students generally emphasize the importance of treating addicts as sick people, they did recommend punishment for in-school drug abusers. No explanation was suggested for this apparent contradiction, and it is difficult to imagine why the students would recommend punishment, considering their general regard for efforts to help and rehabilitate drug abusers.



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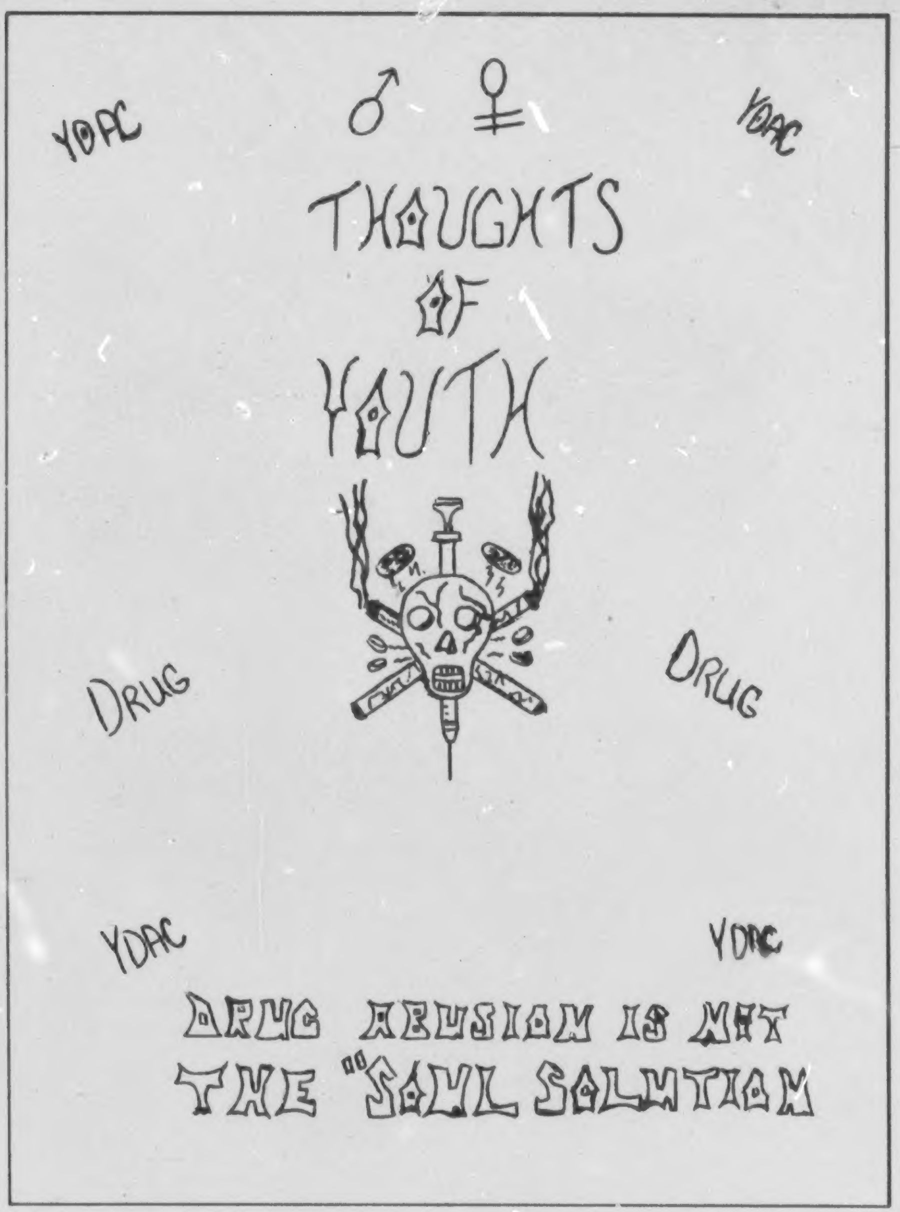


A YOUTH IN ACTION PROJECT

A REPORT ON DRUGS
ON HIGH SCHOOL CAMPUSES
IN SOUTH BROWARD COUNTY,
FLORIDA

Conducted By:

SOUTH BROWARD COUNTY

YOUTH ADVISORY COUNCIL

Prepared For:

STUDENT INFORMATION
CENTER - CONFERENCE

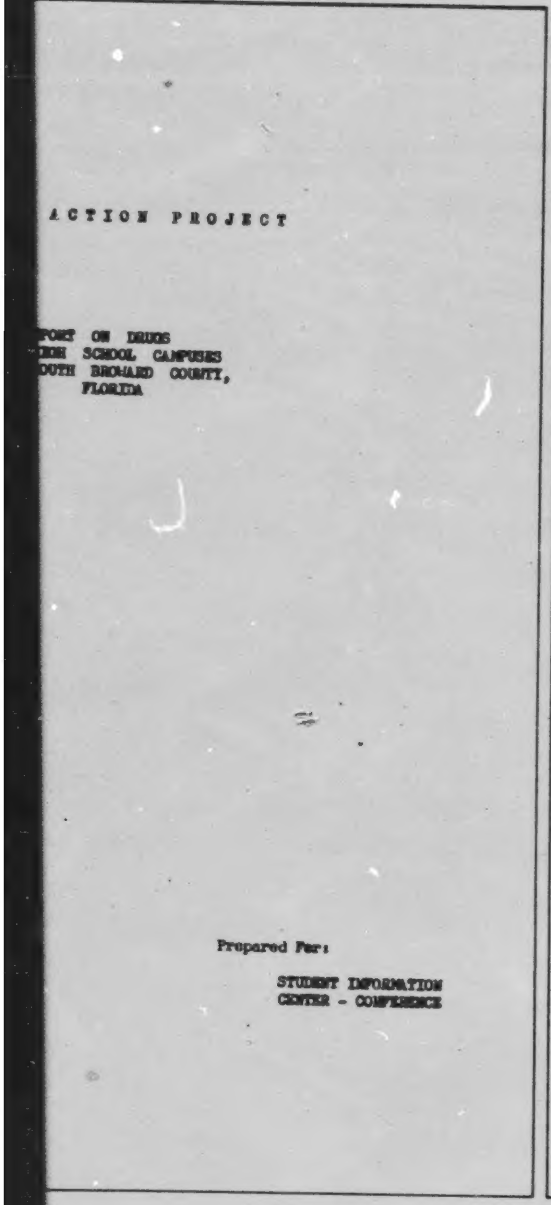
INTRODUCTION

On October 30, 1972, the United Clubs of Broward County,
of South Broward County Youth Drug Advisory Council) rece
for a Drug Research Project. The Project was designed to
to expand efforts to assist in resolving problems in drug
Broward County through youth action in and out of school.
posal, research effort was to be directed toward acquirin
tion regarding student attitude toward drugs; discover maj
in drug use among teenagers; determine specific programs
to provide helping services to users; and identify how sch
drug users. Also, attempts will be made to secure recomm
ventative methods to combat drug abuse on campuses.

The local Youth Drug Advisory Council is one of ten (10)
selected by the National Drug Abuse Council to conduct stu
within schools. The local Council, presently, is made up
students. This project provided the vehicle needed to get
youth action started in South Broward; a first for Broward

Research/study evolved around the following controls:

- sex
- ethnic identity
- grade level
- weekly allowance
- person selected to assist in personal problem solving
- attendance in religious activities
- person most used in obtaining drug information

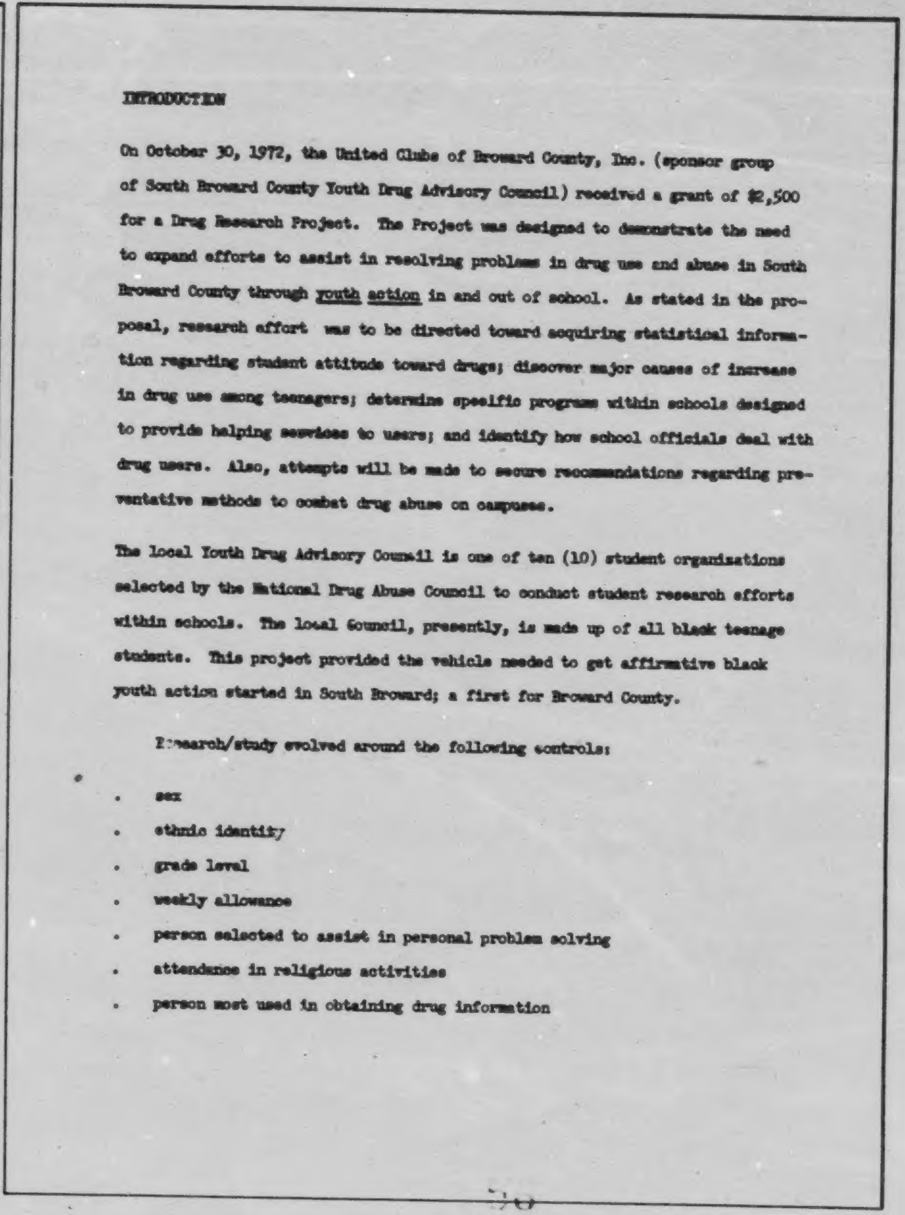


ACTION PROJECT

PORT ON DRUGS
IGH SCHOOL CAMPUSES
OUTH BROWARD COUNTY,
FLORIDA

Prepared For:

STUDENT INFORMATION
CENTER - CONFERENCE



INTRODUCTION

On October 30, 1972, the United Clubs of Broward County, Inc. (sponsor group of South Broward County Youth Drug Advisory Council) received a grant of $2,500 for a Drug Research Project. The Project was designed to demonstrate the need to expand efforts to assist in resolving problems in drug use and abuse in South Broward County through youth action in and out of school. As stated in the proposal, research effort was to be directed toward acquiring statistical information regarding student attitude toward drugs; discover major causes of increase in drug use among teenagers; determine specific programs within schools designed to provide helping services to users; and identify how school officials deal with drug users. Also, attempts will be made to secure recommendations regarding preventative methods to combat drug abuse on campuses.

The local Youth Drug Advisory Council is one of ten (10) student organizations selected by the National Drug Abuse Council to conduct student research efforts within schools. The local Council, presently, is made up of all black teenage students. This project provided the vehicle needed to get affirmative black youth action started in South Broward; a first for Broward County.

Research/study evolved around the following controls:

- sex
- ethnic identity
- grade level
- weekly allowance
- person selected to assist in personal problem solving
- attendance in religious activities
- person most used in obtaining drug information

PHILOSOPHY

In developing the questionaire for this study the Council decided on a philosophy needed to assure honest response by the participating students. "We are not attempting to determine who is using drugs or which school has the greatest problem". In our questionaire, we used a popular hit by Jerry Butler, entitled "Ain't Understanding Mellow" to bring out our philosophy even deeper. Furthermore, we believe that drug use and abuse is an individual choice, therefore, if one has to decide on to use or not to use drugs, he or she needs factual information. We need to know how much general useful information students have about harmful drugs. We believe that information provided by students can be used to develop ways and means to design educational and informational activities on campus, provided that continued consideration and use of student ideas and recommendations are properly obtained by school administrators.

TECHNIQUES USED IN RESEARCH/STUDY DEVELOPMENT

- organized Advisory Council
- secured direct support from local Neighborhood Youth Corps Program
- acquired endorsements and support from:
    - superintendent of Public Instruction
    - principals in schools to be covered
    - persons designated in individual schools to assist in disseminating questionaires
- concluded on schedule for conducting survey in each school and collection of questionaires
- developed questionaires

IMPLEMENTATION

- provided each principal with survey questionai
survey schedule
- organised team for survey tabulations
- develop reports for Washington conference

The three months allotted to implement this project w
complete all that was hoped to be accomplished. We co
problem, for the following reasons:

- christmas holidays caused a two (2) wee
- more time was needed to identify and re
interested enough to do the work
- more funding is needed.

In spite of the aforementioned problems the Council w
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FINDINGS

This report reflects a summarisation of findings of
based upon questionaire responses of 1,307 students,
master sheet showing the total responses.

A more detailed report will be documented and forwar
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T DEVELOPMENT

a local Neighborhood Youth Corps Program

support from:

of Public Instruction
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ated in individual schools
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conducting survey in each school
aires

IMPLEMENTATION

- provided each principal with survey questionaires for review and confirmed survey schedule
- organized team for survey tabulations
- develop reports for Washington conference

The three months allotted to implement this project was not sufficient to complete all that was hoped to be accomplished. We consider this to be a major problem, for the following reasons:

- christmas holidays caused a two (2) week delay
- more time was needed to identify and recruit teenagers interested enough to do the work
- more funding is needed.

In spite of the aforementioned problems the Council was able to reach over 5,000 students through questionaires. 1,307 students were selected to compile a random sample of student responses to study.

FINDINGS

This report reflects a summarization of findings of the Drug Research Project based upon questionaire responses of 1,307 students. Attached is a copy of a master sheet showing the total responses.

A more detailed report will be documented and forwarded to the National Drug Abuse when time permits.

7. Which of the following people would be the best person to inform you about drugs and drug use?

a. Friends

b. Doctor

c. Law enforcement officials

d. Psychologist working in a drug treatment program

e. Clergyman or minister

f. Teacher or Counselor

g. Ex-drug users

h. Someone else

The following are yes/no questions. Read each statement and circle either 1 for "yes" or 2 for "no if you know the answer. If you do not know the answer, circle 3 for "don't know".

	Yes	No	Don't Know
8. Do you think that unlegalized drugs, such as marijuana, ups, downs, heroin, etc. leads to personal dependency?	695 1	279 2	353 3
9. Do you feel that there is need for drug education programs or courses on campus?	736 1	464 2	107 3
10. Do you feel students should be punished for drug useage on campus?	660 1	465 2	182 3
11. Do any of your classmates use drugs on school campus?	694 1	220 2	391 3
12. Do you feel that outsiders push drugs on campus during school hours?	412 1	491 2	404 3
13. Do you think there should be some medical assistance for drugs over useage on all school campuses?	776 1	348 2	183 3
14. If you had a drug problem, do you think the counselors know enough about drugs in order to be of some assistance to you?	344 1	659 2	304 3
15. Do you think the school administration is doing enough about the drug problem on campus?	351 1	625 2	331 3

	Yes
16. Heroin (horse, H, junk, etc.) can cause death by overdosing.	992 1
17. LSD can cause hallucinations (such as seeing things that are not there).	815 1
18. Marijuana (pot, grass, weed, tea, etc.) is physically addictive.	288 1

Please read the following statements and circle the number wh
tent to which you agree or disagree with the statement. When
appears in the following statements, it refers to illegal dr
drugs prescrived by your physician.

	Strongly Agree	Agree	Neither Agree Nor Disagree
19. There is nothing wrong with smoking marijuana as long as a person does so in moderation	423 1	291 2	268 3
20. Once an addict, always an addict	49 1	75 2	236 3
21. Everyone should try drugs at least once to find out what they are like	278 1	108 2	238 3
22. [illegible] way of preventing drug abuse.	201 1	297 2	228 3
23. Drug addicts should be treated as sick people and not as criminals ...	509 1	295 2	233 3
24. Current laws regarding marijuana are too severe	509 1	180 2	359 3
25. Current laws regarding heroin use are too severe	183 1	102 2	22 3
26. Drug use should be a matter of personal decision	537 1	314 2	170 3
27. Marijuana is addictive	204 1	139 2	26 3
28. A lot of people need [illegible]	204 1	330 2	231 3

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Read each statement and circle either 1 for
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	Yes	No	Yes
16. Heroin (horse, H, junk, etc.) can cause death by overdosing.	990 1	146 2	164 3
17. LSD can cause hallucinations (such as seeing things that are not there).	815 1	319 2	173 3
18. Marijuana (pot, grass, weed, tea, etc.) is physically addictive.	288 1	719 2	300 3

Please read the following statements and circle the number which indicates the extent to which you agree or disagree with the statement. When the word "drug" appears in the following statements, it refers to illegal drug use and not to drugs prescribed by your physician.

	Strongly Agree	Agree	Neither Agree Nor Disagree	Disagree	Strongly Disagree
19. There is nothing wrong with smoking marijuana as long as a person does so in moderation	423 1	291 2	268 3	187 4	138 5
20. Once an addict, always an addict	49 1	75 2	236 3	419 4	528 5
21. Everyone should try drugs at least once to find out what they are like	278 1	168 2	238 3	265 4	398 5
22. [illegible] way of preventing drug abuse.	201 1	207 2	228 3	308 4	343 5
23. Drug addicts should be treated as sick people and not as criminals ...	509 1	295 2	233 3	127 4	143 5
24. Current laws regarding marijuana are too severe	509 1	180 2	359 3	168 4	101 5
25. Current laws regarding heroin use are too severe	83 1	102 2	227 3	304 4	491 5
26. Drug use should be a matter of personal decision	537 1	314 2	170 3	130 4	156 5
27. Marijuana is addictive	204 1	139 2	267 3	233 4	464 5
28. A lot of people need [illegible]	204 1	330 2	231 3	270 4	272 5

		Strongly Agree	Agree	Neither Agree Nor Disagree	Disagree	Strongly Disagree
30.	Smoking marijuana is no more harmful than drinking liquor	444 1	319 2	204	164 4	197 5
31.	Barbituates--prescription sleeping pills, can lead to physical as well as psychological dependence	404 1	435 2	219 3	42 4	152 5
32.	Drugs are used because it is fun to get high	318 1	276 2	246 3	191 4	226 5
33.	Most drugs do not endanger health	213 1	227 2	141 3	240 4	433 5
34.	It is extremely difficult to find out where to obtain drugs	156 1	186 2	153 3	314 4	445 5
35.	Most people think twice about using drugs because it is against the law ..	303 1	333 2	326 3	312 4	33 5
36.	There would be no "drug problem" if the newspapers, radio and television didn't play it up	160 1	159 2	277	240 4	441 5
37.	Anyone with a little self-discipline can aboid addiction to opiates (heroin, codeine, morphine, opium, etc.)	228 1	254 2	216 3	248 4	301 5
38.	Most junkies are involved in other criminal activities besides the illegal use of a drug	468 1	305 2	212 3	163 4	159 5
39.	All drug abusers are pretty much alike	434 1	198 2	197 3	300 4	173 5
40.	Most people who smoke marijuana use for a while and then go to something stronger	189 1	218 2	200 3	210 4	180 5
41.	Addicts will do anything to get more drugs	332 1	287 2	203 3	118 4	187 5
42.	Most people use drugs to forget about painful things in their lives	530 1	246 2	189 3	197 4	195 5

Please respond to the following questions accordingly. Ch
When need be, answer in short answer.

43. If you have used drugs before, or still use drugs, whi
is your primary reason for using them.

181 a. Curiousity
236 b. Pleasure, Fun or Kicks
140 c. Sociable
416 d. To Escape Pressure
431 e. To Help Study
203 f. Other

44. Who do you think is most concered about drugs?

147 a. Teachers
101 b. Coaches
209 c. Administration
376 d. Guidance Counselors
69 e. Clubs
245 f. Other

45. What correcting measures should be taken for those st
on campus?

130 a. Parent-Teacher Conference
138 b. Suspension
564 c. Rehabilatation
321 d. Student-Teacher Conference
144 e. Other (State briefly)

Agree	Neither Agree Nor Disagree	Disagree	Strongly Disagree
319 2	304	164 4	197 5
435 2	314 3	42 4	152 5
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227 2	141 3	240 4	433 5
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159 2	277	240	441 5
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257 2	203 3	118 4	187 5
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Please respond to the following questions accordingly. Check best answer. When need be, answer in short answer.

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176 a. Parent-Teacher Conference

136 b. Suspension

564 c. Rehabilatation

321 d. Student-Teacher Conference

144 e. Other (State briefly)

SUMMARY

The following responses reflect students reactions to questions used in the questionaires covering 1,307 students:

- 57% agreed that there should be drug education program on campuses;
- 51% state that students should be punished for drug usage on campus;
- 53% indicate that their classmates use drugs on campus;
- 32% agree that outsiders push drugs on campus during school hours — 38% disagree;
- 60% agree that medical assistance should be available on campus;
- 51% feel counselors do not know enough about drug to be of assistance to users;
- 48% feel the school administration does not do enough about campus drug problems;
- 54% agree in moderate marijuana smoking
- 50% disagree that education is the best way of preventing drug abuse; 32% agree;
- 62% agree that drug addicts should be treated as sick people and not criminals;
- 52% agree law are to severe regarding marijuana, while 62% disagree that heroin laws are to severe;
- 65% agree that drug use is a matter of personal decision;
- 57% agree that smoking marijuana is more harmful than drinking liquor;
- 45% agree that drugs are used because its fun to get high; 23% neigher agree nor disagree, while 32% disagree;
- 62% disagree that its extremely difficult to find where to obtain drugs;
- 59% agree that most junkies are involved in other criminal activities;
- 32% feel drugs are used to escape pressure;
- 29% feel guidance counselors are the most concerned about drugs;

- 44% feel rehabilitation should be used for
sures for drug users, while 25% feel that
conferences should be used;

CONCLUSION

Based on student responses, as shown above, we conclude th
ber of outsiders are pushing drugs and using same on campu
tion is not sensitive to resolving this problem. It is fe
tion is not the best way to stop drug abuse. Counselors a
about the drug problem on campus yet, they are not knowled
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The majority feel that drug use is a personal decision wit
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Specific student recommendation are:

- medical assistance should be made available
- drug addicts should be treated as sick peop
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- students should be punished for drug use on
- rehabilitation should be used as corrective
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Students feel that marijuana laws of punishment are too se
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44% feel rehabilitation should be used for corrective measures for drug users, while 25% feel that student-teacher conferences should be used;

CONCLUSION

Based on student responses, as shown above, we conclude that an alarming number of outsiders are pushing drugs and using same on campus. The administration is not sensitive to resolving this problem. It is felt that drug education is not the best way to stop drug abuse. Counselors are more concerned about the drug problem on campus yet, they are not knowledgeable in ways to assist users.

The majority feel that drug use is a personal decision with a similar number feeling that drugs are used for fun reasons, followed closely with a high percentage feeling drugs are used to escape pressure. These three responses could easily indicate definite reasons for drug use and abuse increas on campuses.

Specific student recommendation are:

- medical assistance should be made available on campus;
- drug addicts should be treated as sick people and not criminals;
- students should be punished for drug use on campus;
- rehabilitation should be used as corrective measures for drug users;

Students feel that marijuana laws of punishment are too severe as compared to heroin laws. Also, they feel that most junkies are involved in other criminal activities other than drug abuse.

RECOMMENDATIONS

- **Establish:** SCHOOL DRUG ADVISORY BOARDS

The Youth Drug Advisory Council organises a group of students interested in drug use and abuse in each school in South Broward County, Florida. This group is to be headed by teens with adult or Council supervision.

The purpose of this group would be to assist as an Advisory Board to the administration on additional programs towards drug abusion in their schools; bring close ties between administration and student body, etc.

- **Organise:** OPEN HOUSE RAP SESSIONS

The Youth Drug Advisory Council group rap sessions, which would be publicised through the school. The rap session would be headed by an outstanding figure in an area but mostly run by teenagers. These rap sessions would be held weekly, in evening hours, and somewhere local, probably teen centers, or parks, etc.

The purpose of these rap sessions would be:
— allowing people to understand each other;
— bring out into the open, problems confronting individuals or the community in which the rap session is being held;
— gather ideas that may be put into worthwhile projects;
— to alert each other toward individual ideas;
— get young people to become "involved";

- **Establish:** ON-CAMPUS MEDICAL ASSISTANCE (Doctors, Nurses)

Purpose: to make available at all times on campus, appropiate authorities with sufficient materials to deal with drug problems and cases.

Conduct: SURVEYS IN ALL LEVELS OF SCHOOLS

Conducted by the Youth Drug Advisory Council would be surveys done in each level of school (Senior, Junior, Elementary). The purpose is to have a pre-measured pictur of drug abusion before hand, to get to, as one might say, the first step of the "NITTY GRITTY".

- **Conduct:** COURSES IN SCHOOLS ON DRUGS

The Youth Drug Advisory Council
toward securing courses/programs
drug abuse in the schools.

— affects - (Physical)
— effects - (Mental)
— causes

- **Establish,** "BIG BROTHERS"

This program would be primarily
the "little people". We feel th
the smaller ones "someone to loo
like to "grab" the little ones w
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— football
— zoo
— park activities
— picnics

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— effects - (Mental)
— causes

- **Establish;** "BIG BROTHERS"

This program would be primarily designed towards the "little people". We feel that it would give the smaller ones "someone to look up to". We'd like to "grab" the little ones while they are "problem free" and try to keep their minds off drugs, but to let them be aware of them. Some of the ways we'd like to keep their minds free are by:

— football
— zoo
— park activities
-- picnics

3

St. Louis, Missouri

What Kind of Drug Education?

Unlike either Boston or Hollywood, F
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the high school drug problem; (2) to invest
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In this instance, the students chose not t
collaborate with the faculty and staff of
School. (Often called a "school without wal
of St. Louis was a new non-districted high
education.) In addition, the students collab
and staff of the Department of Communi
University School of Medicine. The Depa
Medicine provided an avenue to many valu

3

St. Louis, Missouri

What Kind of Drug Education?

Unlike either Boston or Hollywood, Florida, St. Louis was reported to be a city which already had ongoing drug education, required in fact for all students in the city's public schools. Therefore, the project of the students from Metro High School in St. Louis was bound to have a somewhat different focus from that of the first two student projects. The projects in Boston and Hollywood, Florida, due to the reported absence of drug education in both cities, both dealt with the question of whether or not drug education was needed there—although of course they did not arrive at the same answer to that question. However, the project in St. Louis raised a question as to the kind of drug education that is most needed.

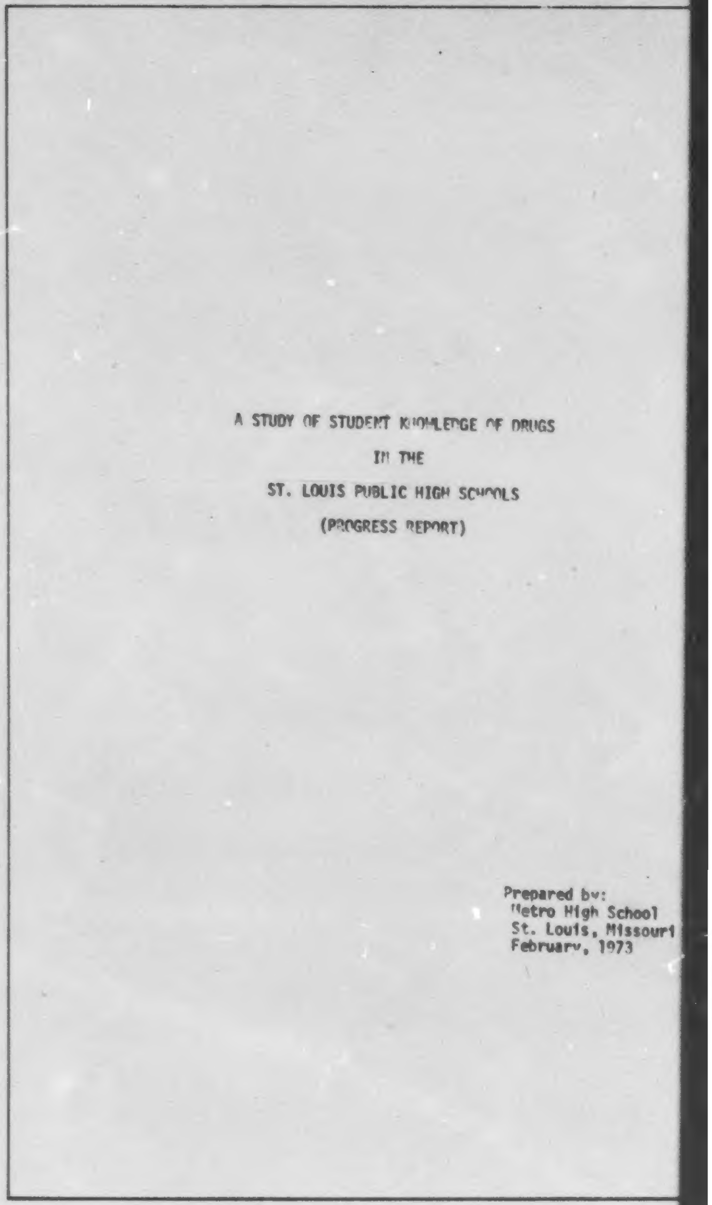
Such a question, while infinitely more difficult to answer, leads one more closely to the heart of the HSSP. In fact, the greatest value of St. Louis' report probably lies in the fact that it raised this question; unfortunately the Metro High School students were less successful in their attempts at finding answers. As will be seen in Chapters 4 and 5, similar questions were also investigated in Madison, Wisconsin and in Brooklyn, New York, and in both of those cities, the students were somewhat more successful in arriving at definitive answers.

The content of St. Louis' drug education program was reported by Metro High School students to be composed only of one film on cigarette smoking, one film on alcoholism, and one film on marijuana and narcotics. Disturbed by this meager effort at drug education, Metro High School students established the following goals for their projects: (1) to investigate the nature and extent of the high school drug problem; (2) to investigate the kind of drug education most desired by students; (3) to develop a new drug curriculum for the city of St. Louis.

In this instance, the students chose not to go it all alone, but to collaborate with the faculty and staff of their own Metro High School. (Often called a "school without walls," Metro High School of St. Louis was a new non-districted high school for alternative education.) In addition, the students collaborated with the faculty and staff of the Department of Community Medicine, St. Louis University School of Medicine. The Department of Community Medicine provided an avenue to many valuable resources, as well as serving as fiscal agent for the project grant at the students' request. These outstanding sources of technical and financial assistance partly explained the relative sophistication in the actual conduct of this project.

In terms of specific methodology, the students of Metro High School surveyed all of the tenth graders in eight of the ten public high schools in St. Louis. They also interviewed high school principals, police officers, and judges of the Juvenile Court. The overwhelming conclusion that resulted from these investigations was that, despite the existence of a drug education program, there was a serious lack of knowledge about drugs and their effects among St. Louis' students. Furthermore, on the part of the schools themselves, the students found an equally serious lack of written drug policy as applied to the handling of student drug use and drug users. The students strongly criticized school administrators in this regard for refusing to admit the problem or to obligate the necessary funds to alleviate it.

Unfortunately, however, the students presented no conclusions as to the kind of drug education which should replace that presently in use in St. Louis. Far from providing a new drug curriculum, as originally intended, the students were unable to even provide recommendations as to the kind of drug education desired by young people. One may, of course, infer from the report that antiquated teaching materials should be eliminated. But since even the survey results were missing from the report, there was not much more to be found in the way of answers.



A STUDY OF STUDENT KNOWLEDGE OF DRUGS
IN THE
ST. LOUIS PUBLIC HIGH SCHOOLS
(PROGRESS REPORT)

Prepared by:
Metro High School
St. Louis, Missouri
February, 1973

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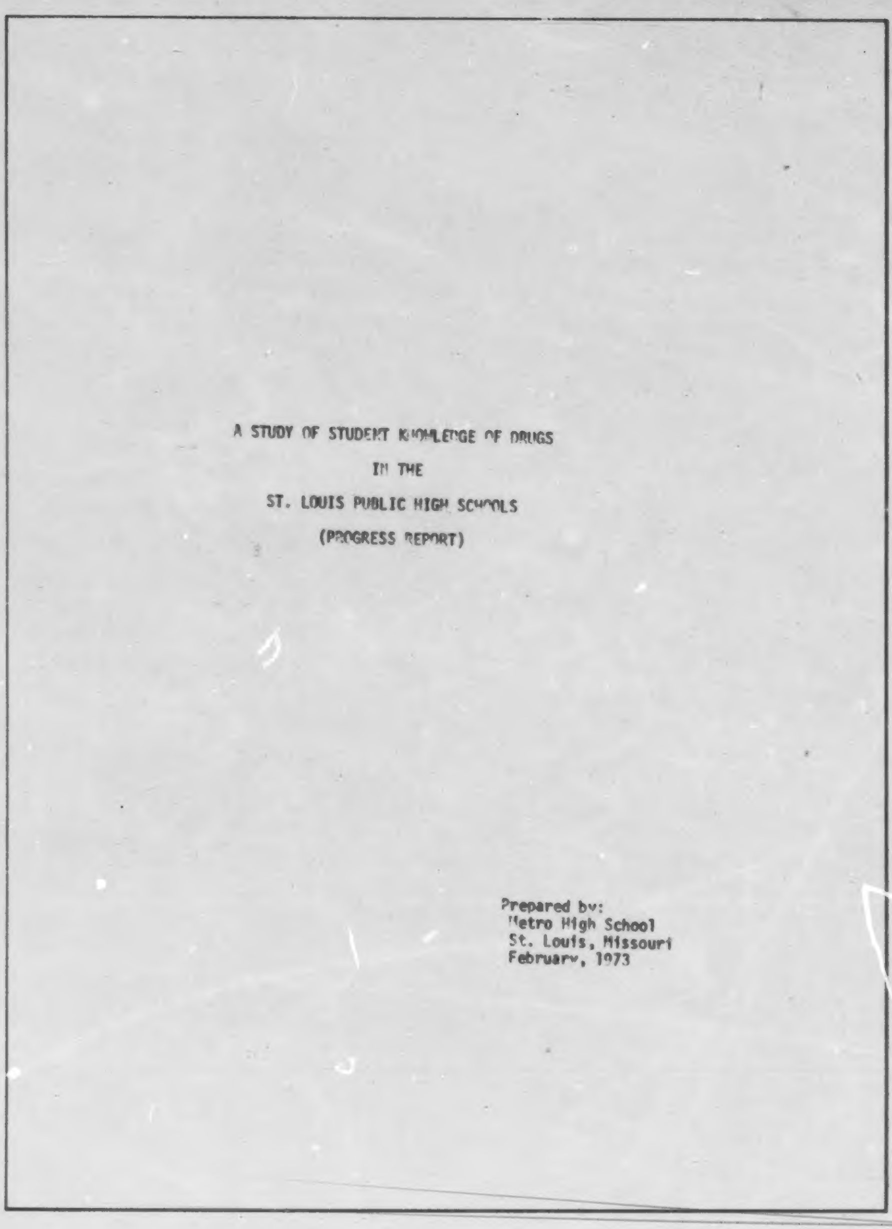

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METRO HIGH SCHOOL
YOUTH & DRUG EDUCATION PROJECT
PROGRESS REPORT

SYNOPSIS

The Metro High School students wish to present at thi
report on the Youth and Drugs project which they unde
of 1972. As is stated in the introduction at the beg
port the project was undertaken because of the overwh
St. Louis Public High Schools to have some attention
ing drug problems. The presently administered drug e
are superficial and sadly outdated. There is as yet
the making to help students with their drug problems
this opportunity was one of paramount importance.

The project was originally planned to be run by the s
ation with Metro High School and St. Louis University
cies that may have been needed.

As is stated in the Goals and objectives on page 4, th
inally planned with three major goals: (1) to investi
lems as they exist at this time; (2) to find out at
the students wanted to know and what they felt a drug
should include; (3) to ultimately develop a curriculu
into the schools as a possible means of drug educatio

At this point in our project we have met one, possibl
which we had set out to meet and are still in the pro
and finalizing this portion. In order to get a more
fore more valid overview of the drug problem we felt
extract the problem. Therefore, we surveyed all the
out of ten of the public high schools. It took much
effort to effect such a survey which had several tes
vised many times in the process. Because it consume
than we had anticipated the survey data also proved
time consumption as there was much worry and debate
administer the survey in their schools.

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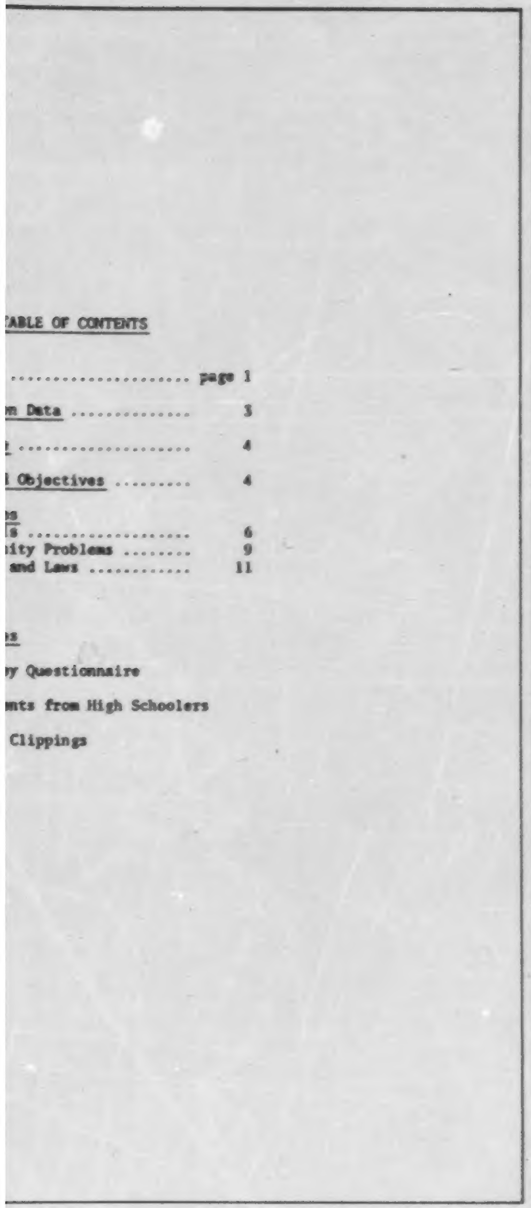

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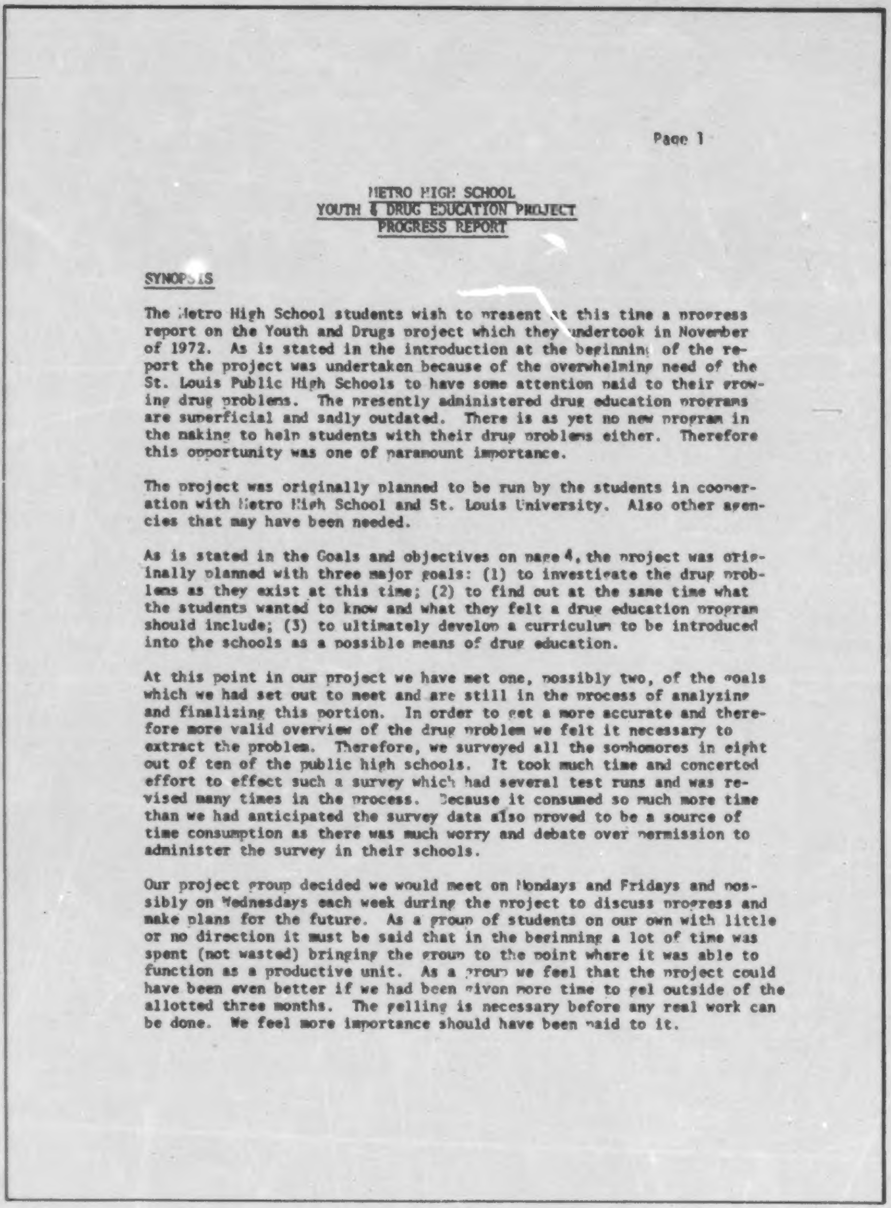

Page 1

METRO HIGH SCHOOL
YOUTH & DRUG EDUCATION PROJECT
PROGRESS REPORT

SYNOPSIS

The Metro High School students wish to present at this time a progress report on the Youth and Drugs project which they undertook in November of 1972. As is stated in the introduction at the beginning of the report the project was undertaken because of the overwhelming need of the St. Louis Public High Schools to have some attention paid to their growing drug problems. The presently administered drug education programs are superficial and sadly outdated. There is as yet no new program in the making to help students with their drug problems either. Therefore this opportunity was one of paramount importance.

The project was originally planned to be run by the students in cooperation with Metro High School and St. Louis University. Also other agencies that may have been needed.

As is stated in the Goals and objectives on page 4, the project was originally planned with three major goals: (1) to investigate the drug problems as they exist at this time; (2) to find out at the same time what the students wanted to know and what they felt a drug education program should include; (3) to ultimately develop a curriculum to be introduced into the schools as a possible means of drug education.

At this point in our project we have met one, possibly two, of the goals which we had set out to meet and are still in the process of analyzing and finalizing this portion. In order to get a more accurate and therefore more valid overview of the drug problem we felt it necessary to extract the problem. Therefore, we surveyed all the sophomores in eight out of ten of the public high schools. It took much time and concerted effort to effect such a survey which had several test runs and was revised many times in the process. Because it consumed so much more time than we had anticipated the survey data also proved to be a source of time consumption as there was much worry and debate over permission to administer the survey in their schools.

Our project group decided we would meet on Mondays and Fridays and possibly on Wednesdays each week during the project to discuss progress and make plans for the future. As a group of students on our own with little or no direction it must be said that in the beginning a lot of time was spent (not wasted) bringing the group to the point where it was able to function as a productive unit. As a group we feel that the project could have been even better if we had been given more time to gel outside of the allotted three months. The gelling is necessary before any real work can be done. We feel more importance should have been paid to it.

It is felt by many that the St. Louis Public High Schools are less than they ought to be. They are large, impersonal, overcrowded and some are no more than disciplinary institutions. There are marked differences in the financial backgrounds of the student bodies. There are also differences in the collective personalities of the student bodies as well as the faculty and administrations. Even more marked are the differences in the general intelligence and educational outlook of the student bodies. Some schools are definitely 'dumb' and others definitely 'smart'. Finally the most marked difference is in the racial breakdown* of the student body. Four of the high schools are 99% plus black. Two of the schools are 95% plus white. One school is 30% white, another 80% black. Finally, two schools (both of them relatively small) are 50% black and white. Comments from the different schools show some of the differences that have been pointed out here. However, more important than the differences are the likenesses in terms of their needs and wants for a drug education program. The comments were typed verbatim from the backs of the survey. They are extremely interesting and informative to read.

As you can see after scanning the copy of the survey in the report, quite a bit of information can be gotten from it. Some possible trends the survey may point up are already being followed. For instance the rate of drug abuse in general and in specific (type of drug) is being checked for correlation with race, sex, and school. Some schools are already being shown to have more usage than others; boys definitely use drugs more than girls; black usage differs from white; marijuana is extremely popular among both races; and drug usage is much higher than expected.

Analysis of the Survey is an extensive job which will take the work of many experts to accomplish. The computer cards may have to be run through the computer several times. All the surveys have not been punched yet and so, of course it was impossible for us to have the results with us at this time. We will be more than happy to send a copy of the results to you. Please feel free to question the representatives concerning the survey and anything you may be wondering about the results.

You may note when reading the 'Guidelines...' section of the report that it seems wishy washy or not very in-depth. You are right. From this impression you have derived a general idea of the St. Louis approach to drug problems. The group members had numerous big and little problems getting the information. There was much ado over who we were, and why we wanted the information, etc. etc. The information given was scanty and cautious; the reports speak for themselves.

The two news clipping are just items of interest to us (and we hope to You) concerning drugs and St. Louis. They help complete the pictures of the drug scene in St. Louis.

---

* As estimated by the students (the proper information could not be obtained)

POPULATION DATA
(1970 Census)
St. Louis City and State of Missouri

City

All Races	622,236
White	364,992
Black	254,191
Other	3,053
Total all males	238,467
Black males	117,401
Total all females	338,769
Black females	136,790

Missouri

All Races	4,677,399
White	4,177,495
Black	480,172
Other	18,834
Total all males	2,255,952
Black males	226,296
Total all females	2,420,549
Black females	253,876

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RATIONALE

The St. Louis public high schools offer a minimal amount of drug education in the form of required curriculum and no further drug education in any other curriculum. The drug education in these schools is only a small part of a larger first year course which is a science requirement of the State of Missouri.

The content of the drug education component in this single course is comprised only of one movie on cigarette smoking, one movie on alocholism and finally , one movie that covers marijuana and narcotics. This last movie, on marijuana and narcotics, was declared non-factual by the federal government. However, this film remains the sole "educational" exposure to marijuana and narcotics for all students in the St. Louis public high schools.

As stated in the August 15, 1972 pamphlet "Drug Research Project" by the Drug Abuse Council, 'High school aged people are a major group in our society who are directly affected by the 'drug environment' and by policies, laws, and programs concerning drugs. Yet high school aged people, for the most part, have had little opportunity to affect the way institutions respond to what is called the 'drug problem'. High school aged people can provide valuable input on the basis of experience, understand and systematic research into the drug situation."

The Drug Abuse Council also states that input from youth is necessary in the area of "the schools' approach to drugs (drug curriculum)." Public high schools in the City of St. Louis and the youth who attended these schools are the main focus of this project.

This project is being developed and will be conducted by a group of junior and senio public high school students in the City of St. Louis as a collaborative effort with the faculty and staff of their own school, Metro High School, which is a new non-districted high school for an alternative education. Metro High School has as one of its goals, as designed by the St. Louis Board of Education, the development of innovative curriculum based on student input which can be utilized throughout the St. Louis Public School System.

In addition to other collaborating agencies, both public and private, and individual these project youth will work closely with the faculty and staff of the Department o Community Medicine, St. Louis University School of Medicine. The Department of Community Medicine will act, as requested by the project youth as fiscal agent of th project grant and as an avenue to many resources about drug problems, research metho curriculum development and education.

Goal and Objectives

The goal of this project is for the Metro youth, in conjunction with other in-school youth plus other resource people, to investigate the nature and extent of the so cal "drug problem" among high school students, determine the substance and form of drug education most desired by these youth and ultimately develop innovative, youth-orie educational programs to meet these needs.

The seven Metro students forming the core staff of this project developed the follow objectives to aid in the achievement of the project goal.

Project objectives are:

1. To survey a representative group of second year high school students in the

St. Louis Public High Schools for the purpose of discoveri
kind of knowledge these youth have about drugs. In additi
solicit ideas from the respondents as to what knowledge th
education program in their schools and how that knowledge
Second year students will be questioned since they all hav
periods during which surveys can be conducted and because
not have felt the impact of high school yet, while those w
third and fourth years have, to some extent, already worke
of the "drug problem" in order to remain in school.

2. To survey the available literature on drug problems and d
for youth in St. Louis.

3. To submit a final written report of the development, oper
of this project to the Drug Abuse Council in addition to
representation group of this project in the national conf
February 1973 in Washington, D.C.

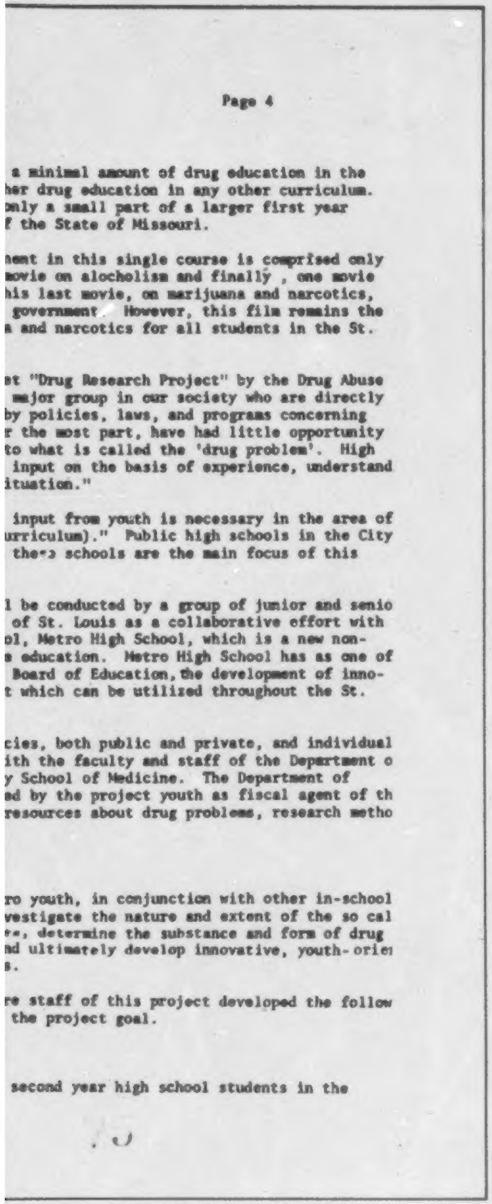
4. To develop a drug curriculum for the St. Louis Public Hi
audio-visual aids such as slide photographs, video tapes,
concept films along with seminar and panel discussion mat

5. To develop a mechanism for the projects' drug curriculum
trial basis in one or more St. Louis Public High Schools
semester of the 1972-73 school year. This effort will be
of medical students from the Department of Community Medi
Medical students, who are required to participate in com
Department of Community Medicine can act as instructors w
the joint presentation of the projects drug curriculum dur
period.

6. To develop a presentation of the results of this project
of the new drug curriculum for the St. Louis Board of Edu
of encouraging and aiding this Board in the inclusion of
the St. Louis Public School System.

7. To arrange the awarding of course credits to the Metro st
students and communication students from St. Louis Univer
work in this project.

STUDENT



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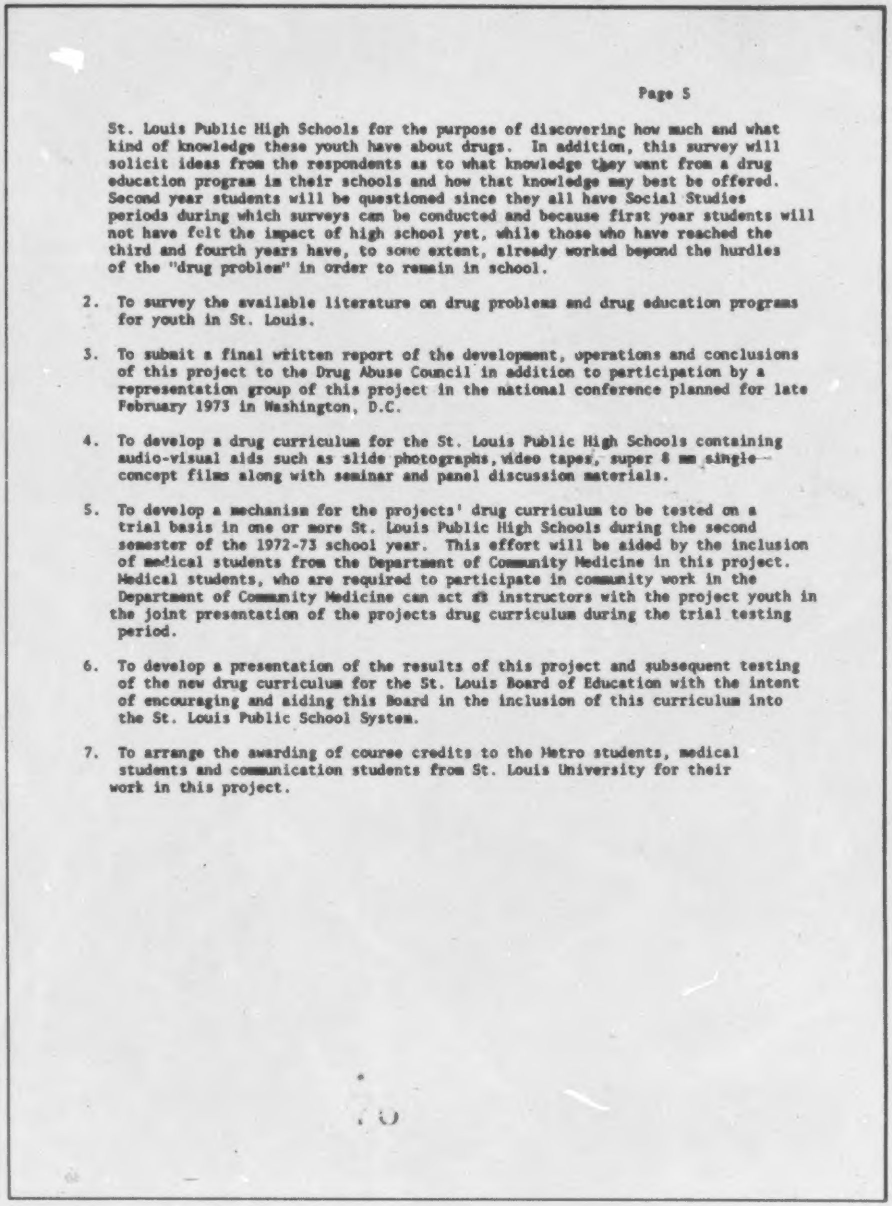


St. Louis Public High Schools for the purpose of discovering how much and what kind of knowledge these youth have about drugs. In addition, this survey will solicit ideas from the respondents as to what knowledge they want from a drug education program in their schools and how that knowledge may best be offered. Second year students will be questioned since they all have Social Studies periods during which surveys can be conducted and because first year students will not have felt the impact of high school yet, while those who have reached the third and fourth years have, to some extent, already worked beyond the hurdles of the "drug problem" in order to remain in school.

2. To survey the available literature on drug problems and drug education programs for youth in St. Louis.

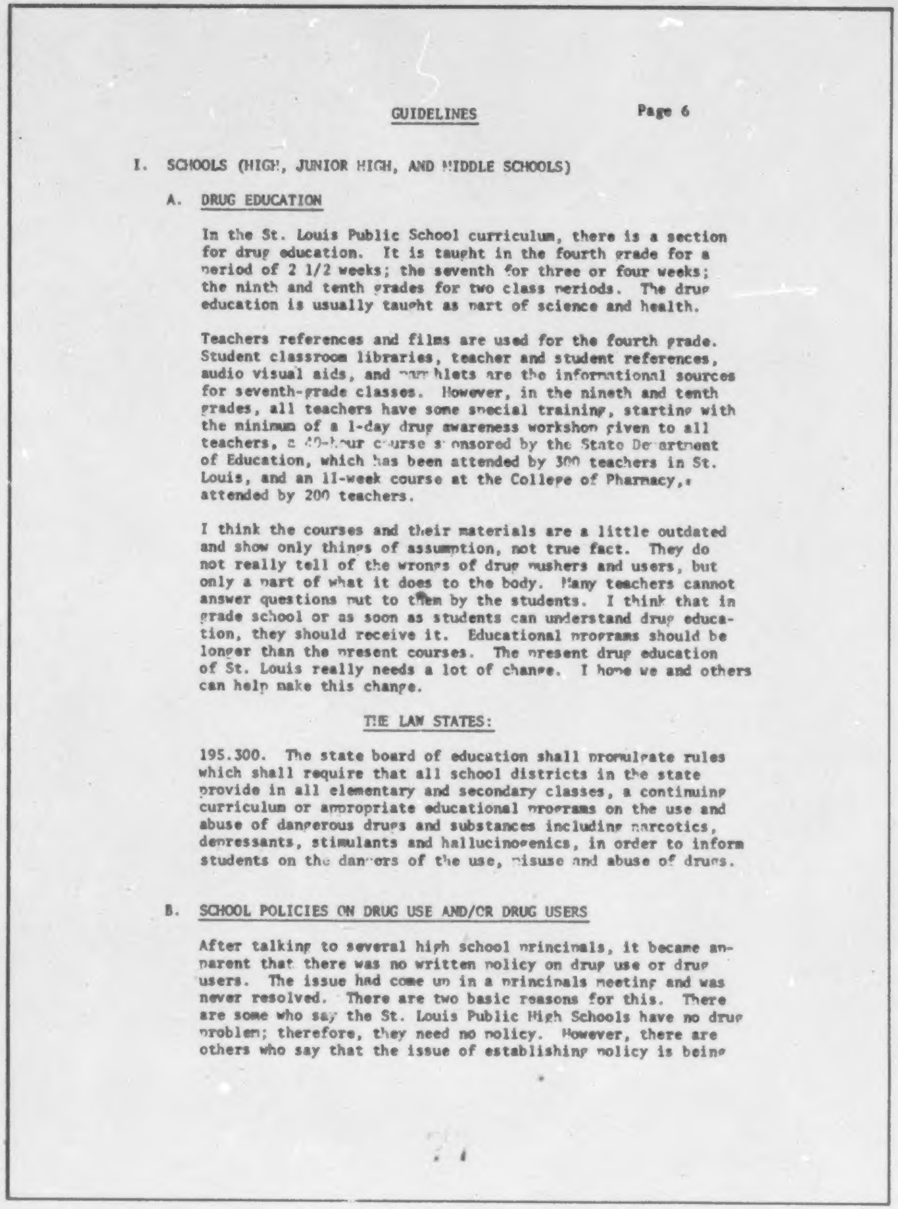
3. To submit a final written report of the development, operations and conclusions of this project to the Drug Abuse Council in addition to participation by a representation group of this project in the national conference planned for late February 1973 in Washington, D.C.

4. To develop a drug curriculum for the St. Louis Public High Schools containing audio-visual aids such as slide photographs, video tapes, super 8 mm single-concept films along with seminar and panel discussion materials.

5. To develop a mechanism for the projects' drug curriculum to be tested on a trial basis in one or more St. Louis Public High Schools during the second semester of the 1972-73 school year. This effort will be aided by the inclusion of medical students from the Department of Community Medicine in this project. Medical students, who are required to participate in community work in the Department of Community Medicine can act as instructors with the project youth in the joint presentation of the projects drug curriculum during the trial testing period.

6. To develop a presentation of the results of this project and subsequent testing of the new drug curriculum for the St. Louis Board of Education with the intent of encouraging and aiding this Board in the inclusion of this curriculum into the St. Louis Public School System.

7. To arrange the awarding of course credits to the Metro students, medical students and communication students from St. Louis University for their work in this project.



GUIDELINES Page 6

I. SCHOOLS (HIGH, JUNIOR HIGH, AND MIDDLE SCHOOLS)

A. DRUG EDUCATION

In the St. Louis Public School curriculum, there is a section for drug education. It is taught in the fourth grade for a period of 2 1/2 weeks; the seventh for three or four weeks; the ninth and tenth grades for two class periods. The drug education is usually taught as part of science and health.

Teachers references and films are used for the fourth grade. Student classroom libraries, teacher and student references, audio visual aids, and pamphlets are the informational sources for seventh-grade classes. However, in the nineth and tenth grades, all teachers have some special training, starting with the minimum of a 1-day drug awareness workshop given to all teachers, a 40-hour course sponsored by the State Department of Education, which has been attended by 300 teachers in St. Louis, and an 11-week course at the College of Pharmacy, attended by 200 teachers.

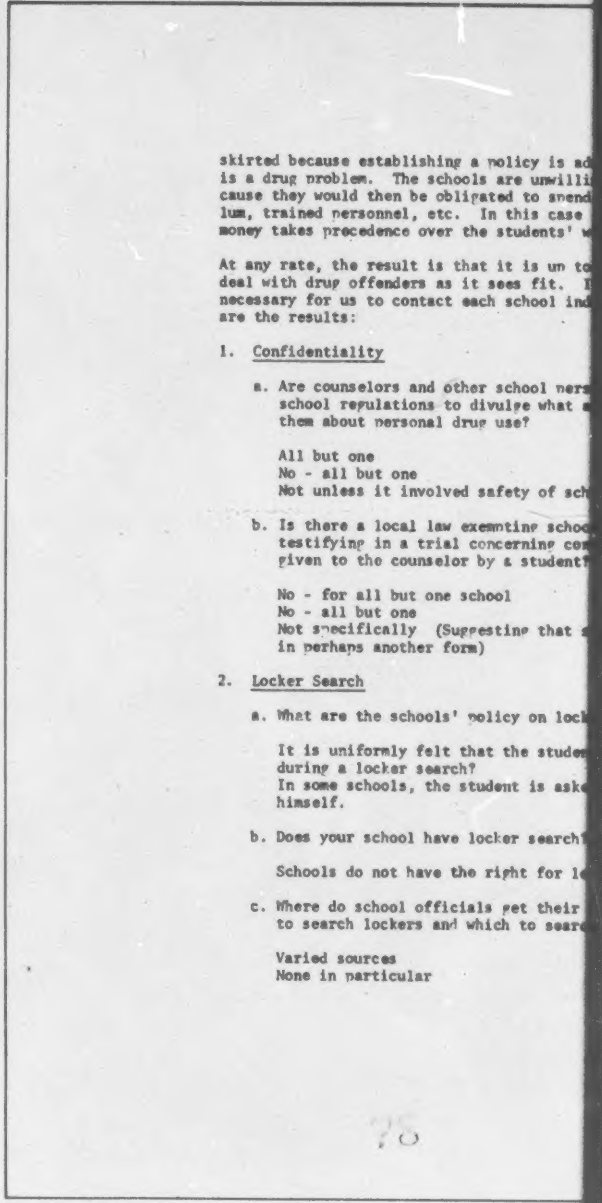
I think the courses and their materials are a little outdated and show only things of assumption, not true fact. They do not really tell of the wrongs of drug pushers and users, but only a part of what it does to the body. Many teachers cannot answer questions put to them by the students. I think that in grade school or as soon as students can understand drug education, they should receive it. Educational programs should be longer than the present courses. The present drug education of St. Louis really needs a lot of change. I hope we and others can help make this change.

THE LAW STATES:

195.300. The state board of education shall promulgate rules which shall require that all school districts in the state provide in all elementary and secondary classes, a continuing curriculum or appropriate educational programs on the use and abuse of dangerous drugs and substances including narcotics, depressants, stimulants and hallucinogenics, in order to inform students on the dangers of the use, misuse and abuse of drugs.

B. SCHOOL POLICIES ON DRUG USE AND/OR DRUG USERS

After talking to several high school principals, it became apparent that there was no written policy on drug use or drug users. The issue had come up in a principals meeting and was never resolved. There are two basic reasons for this. There are some who say the St. Louis Public High Schools have no drug problem; therefore, they need no policy. However, there are others who say that the issue of establishing policy is being



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At any rate, the result is that it is up to
deal with drug offenders as it sees fit. I
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are the results:

1. Confidentiality

a. Are counselors and other school pers
school regulations to divulge what s
them about personal drug use?

All but one
No - all but one
Not unless it involved safety of sch

b. Is there a local law exempting schoo
testifying in a trial concerning co
given to the counselor by a student?

No - for all but one school
No - all but one
Not specifically (Suggesting that s
in perhaps another form)

2. Locker Search

a. What are the schools' policy on loc

It is uniformly felt that the studen
during a locker search?
In some schools, the student is aske
himself.

b. Does your school have locker search?

Schools do not have the right for l

c. Where do school officials get their
to search lockers and which to searc

Varied sources
None in particular

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skirted because establishing a policy is admitting that there is a drug problem. The schools are unwilling to do this because they would then be obligated to spend money on curriculum, trained personnel, etc. In this case (as in others), money takes precedence over the students' welfare.

At any rate, the result is that it is up to each school to deal with drug offenders as it sees fit. It was therefore necessary for us to contact each school individually. Here are the results:

1. Confidentiality

   a. Are counselors and other school personnel required by school regulations to divulge what a student might tell them about personal drug use?

      All but one
      No - all but one
      Not unless it involved safety of school

   b. Is there a local law exempting school counselors from testifying in a trial concerning confidential information given to the counselor by a student?

      No - for all but one school
      No - all but one
      Not specifically (Suggesting that such a law existed in in perhaps another form)

2. Locker Search

   a. What are the schools' policy on locker search?

      It is uniformly felt that the student should be present during a locker search?
      In some schools, the student is asked to open the locker himself.

   b. Does your school have locker search? If so, how often?

      Schools do not have the right for locker searches.

   c. Where do school officials get their information on when to search lockers and which to search?

      Varied sources
      None in particular

3. Police and school relationship on the drug issue

a. Does the school have under-cover narcs?

No - Schools do, however, have Community Relations Officers on the counseling staffs who are under no obligation to divulge confidences from students.

b. Does the school have "regular" police? Do they carry weapons?

No - Schools have from 2 to 12 guards who do, however, carry sticks.

c. What happens to drug offenders?

One school referred known offenders to "Drug Rescue" and "Help" centers. However, this high school and several others said the students were often sent home, as if they were sick, on the pretense that they could not be sure that they were on drugs. Some schools claimed to have had no drug offenders.

4. Counselors

a. Do they deal with students on the drug issue or do they refer them to someone else?

Again, some schools claimed to have no drug problems. At some schools, the principal did not know what went on in the counseling office.

b. What is their training to deal with high school aged people on the drug issue?

Apparently some seminars have been given on counseling for drugs and some counselors have attended, so they deal with them themselves.

II. COMMUNITY PROGRAMS

There are a variety of programs for the drug addi
Louis area. These are some of the organizations
they sponsor:

A. ARCHWAY HOUSE

Runned by the community and state through St.
Hospital. Archway House tries to help drug ad
they are on "hard" or "soft" drugs. The cold
used. If the addict does not want to get off
he is sent to another organization.

B. ST. LOUIS STATE HOSPITAL

The hospital also runs an out-patient clinic.
vices the "hard" drug users (the ones on heroi
The addict is given methadone treatments. The
as a substitute for the heroin or morphine and
tries to kick his former habit. This program

There at the hospital, they have a detox cente
key for the addict. It depends how bad off th
which method is used.

This is mainly for the soft drug user. This
state run.

C. NASCO WEST DRUG TREATMENT CENTER

Nasco West is more or less a community program
vately and offers free services. It receives
ing.

It serves young people - usually high school
Most often, the kids are "soft" drug users (
tuates). Most of the kids come from the St.
where the center is located.

The center's philosophy on drugs is that peop
off without drugs and that drugs can cause a
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them find ways to get high naturally.

No materials such as books or movies are used.
more upon group therapy.

D. NASCO CENTRAL

Nasco Central is basically the same as Nasco
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II. COMMUNITY PROGRAMS

There are a variety of programs for the drug addict in the St. Louis area. These are some of the organizations and the programs they sponsor:

A. ARCHWAY HOUSE

Runned by the community and state through St. Louis State Hospital. Archway House tries to help drug addicts, whether they are on "hard" or "soft" drugs. The cold turkey method is used. If the addict does not want to get off drugs this way, he is sent to another organization.

B. ST. LOUIS STATE HOSPITAL

The hospital also runs an out-patient clinic. This mainly services the "hard" drug users (the ones on heroin and morphine). The addict is given methadone treatments. The methadone is used as a substitute for the heroin or morphine and the user gradually tries to kick his former habit. This program is run by the state.

There at the hospital, they have a detox center and use cold turkey for the addict. It depends how bad off the addict is as to which method is used.

This is mainly for the soft drug user. This program is also state run.

C. NASCO WEST DRUG TREATMENT CENTER

Nasco West is more or less a community program. It is run privately and offers free services. It receives no government funding.

It serves young people - usually high school or college-age kids. Most often, the kids are "soft" drug users (amphetamines, barbituates). Most of the kids come from the St. Louis County area where the center is located.

The center's philosophy on drugs is that people would be better off without drugs and that drugs can cause a problem in their life. If they should feel the need to get high, they try to help them find ways to get high naturally.

No materials such as books or movies are used. The center relies more upon group therapy.

D. NASCO CENTRAL

Nasco Central is basically the same as Nasco West. The exception is that Central is mainly for the hard-core drug addict (people on heroin with the really bad problems). Most of these people come from the inner city.

Nasco Central features a live-in program for the addicts they treat. Like most other places, they use the group therapy method instead of materials such as books or films.

E. TEEN CHALLENGE OF ST. LOUIS

Teen Challenge is run by the community to help the drug addicts help themselves. It is a live-in program for kids with all kinds of problems. The program places much emphasis on religion.

Teen Challenge's objective is to help kids overcome their drug problems and lead a good Christian life.

III Courts and Laws

A. Information

1. What are the laws regarding drug offenders who a
Most police officers interviewed quoted the Miss
Substance Law. Any pesson found in possession a
"controlled substances," including marijuana ,
heroin, cocaine, or any paraphernalia, is in vio
held subject to charges.

The first offense for possession of marijuana is
for "hard drugs" such as heroin, possession warr
ing first offenses.

2. Do juvenile offenders go to juvenile or adult co
Juvenile offenders were described by most law en
"person of ages 18 or under." These offenders u
courts.

However, theme are some exceptions. Eighteen -y
or 17-year-old multiple offenders may be tried
are often made at the discretion of the court.

3. How are the judges attitudes toward drug offende
Judge A: "I'd like to think that I am a very op
at least try to give young offenders as much le
I always keep in mind that a crime has been com

q. "Isn't there a small chance that the alleged offe

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q. "Yes"

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Judge B: "I'd rather think of a first offender
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live-in program for the addicts
ther places, they use the group
f materials such as books or films.

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the community to help the drug
It is a live-in program for kids
as. The program places much emphasis

ve is to help kids overcome their
good Christian life.

III Courts and Laws

A. Information

1. What are the laws regarding drug offenders who are minors?
   Most police officers interviewed quoted the Missouri Controlled Substance Law. Any person found in possession and/or use of "controlled substances," including marijuana , barbituates, amphetimines, heroin, cocaine, or any paraphernalia, is in violation of this law and held subject to charges.

   The first offense for possession of marijuana is a misdemeanor. However, for 'hard drugs" such as heroin, possession warrants felony charges, including first offenses.

2. Do juvenile offenders go to juvenile or adult courts?
   Juvenile offenders were described by most law enforcement agencies as 'person of ages 18 or under." These offenders usually go to juvenile courts.

   However, these are some exceptions. Eighteen -year-old felony offenders or 17-year-old multiple offenders may be tried as adults. These decisions are often made at the discretion of the court.

3. How are the judges attitudes toward drug offenders?
   Judge A: "I'd like to think that I am a very open-minded person. I will at least try to give young offenders as much leeway as I see fit. However, I always keep in mind that a crime has been committed..."

q. "Isn't there a small chance that the alleged offender is innocent?"

a. You mean that maybe some stuff has been "planted"?

q. "Yes"

a. "Well, most of our officers are honest. And besides, they (policemen) are much to busy to bother with small narcotic charges that have a very high chance of getting a suspended sentence. That is to say, they usually don't create trouble. We (judges) are usually pretty certain that the officer has substantial reason to bring the youth in."

Judge B: "I'd rather think of a first offender as making rather than committing a crime. I try to do the best I can to help him. However, I am a very strong believer that repeated offenders warrant severe punishment. Not cruel or unjust punishment, but enough so the kid knows what he's getting into when he starts fooling around with drugs."

Judge C: "All I have to say is that this kind of thing has to be stopped in it's tracks. Give a kid a break the first time and he'll be back for more. I'm not saying that I believe in harsh punishment for kids, but I am a strong believer that a crime deserves punishment. Sometimes kids need a little help in the right direction."

Information and interviews obtained from:

1. St. Louis Police officers.
2. Juvenile court (North Grand Branch)...2802 N. Grand...534-7310.
3. Juvenile Court-Juvenile Detection Center...920 N. Vandeventer ...535-9725.

Note: The visits were made to the North Grand Branch, but little information was obtained. However, the police officers and judges at the detection center were very cooperative but preferred to remain anonymous.

B. Opinion

In the city of St. Louis, juvenile courts do not consider drug addiction among the youth one of the main causes of the juvenile offenses. Their main interest is the complete rehabilitation of the juveniles involved in crime, broken homes, the problem child and certain mental disturbances. However, many juvenile judges do not realize that drug addiction can be a main connection of the juvenile offenders. According to certain case histories, crime has been committed by juvenile addicts who could not earn money within the confines of the law to support their drug needs. In several cases, the combination of a broken home and mental disturbances has called many juveniles to turn to the use of drugs as a mean of an escape from their social and emotional problems. And in this sense, the drug problem is the last source neglected.

Because of the juvenile judges lack of realization of the true drug problem in our city, the judges tend to think of the drug problem as of minor importance, which leads many potential juvenile addicts to go through the juvenile system without any guidance or health care in preventing them from becoming another addict on the streets. As a result, juvenile courts possess no particular law regarding drug offenders who are minors. Therefore, there are no city sponsored treatment center and no drug rehabilitation methods within the juvenile system. The organizations known for drug addicts are sponsored by citizens and civic groups who realize drug problem in the city.

According to Mr. David G. Brown, who is an coordinator of the development office of St. Louis Juvenile Division, only twenty per cent of the juveniles who have been to detention centers have a drug problem. These juveniles were not sent to detention centers or reform schools in behalf of their drug problem. This twenty per cent of juveniles addicts had one way or another committed a crime, or proven disturbed, which, however, led drugs to be an unconcern motive or factor. This percentage, however, does not include juvenile addicts who have not committed any crime for which they can be trialed for. All cases of juvenile offenders are in juvenile courts and according to the juvenile code, no type of drug is given unless prescribed by the physician.

The need for judges to realize the overwhelming relation between juvenile crime and drug addiction is forever growing. Our juvenile system should be ratified to aid these negligent future citizens and help them solve their problems with open minds so as they become adults will realize the responsibilities placed upon them by society and by the power which they must meet them. The percentage may be small in the juvenile division, but, nevertheless, does not regard the fact that drug addiction may play a responsive problem in the future. For the juveniles addicts who are not offenders of law, the juvenile division should play a serious role of the rehabilitation of the drug scene.

Random Sampling of Correct Answers to Knowledge Questions (#
four (4) St. Louis High School Sophomore Groups.

The computerized data which will follow this progress report will show much more detail and comparative statistical information on the responses of the surveyed groups. However, the table at the right shows a general lack of knowledge about specific drugs and their effects.

Out of a possible 37 correct answers, only one (1) respondent out of 1,051 scored one correct answer over the 50% margin. The one overwhelming majority of correct answers were within the 0 to 5 category.

Similar analysis can be drawn simply by comparing the figures noted on the chart.

	2
0	28
1	50
2	31
3	22
4	14
5	18
6	18
7	17
8	9
9	5
10	4
11	2
12	1
13	1
14	
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36	
37	
TOTAL	220

STUDENT

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	2	3	7	8	
0	28	30	35	35	128
1	50	38	73	26	187
2	31	20	61	30	142
3	22	28	56	26	132
4	14	22	43	23	102
5	18	20	43	13	94
6	18	12	19	9	58
7	17	17	23	11	69
8	9	19	26	12	66
9	5	6	8	5	24
10	4	7	3	8	22
11	2	3	1	6	12
12	1	0	2	2	5
13	1	3	2	1	7
14					
15				1	1
16				1	1
17				1	1
18				1	1
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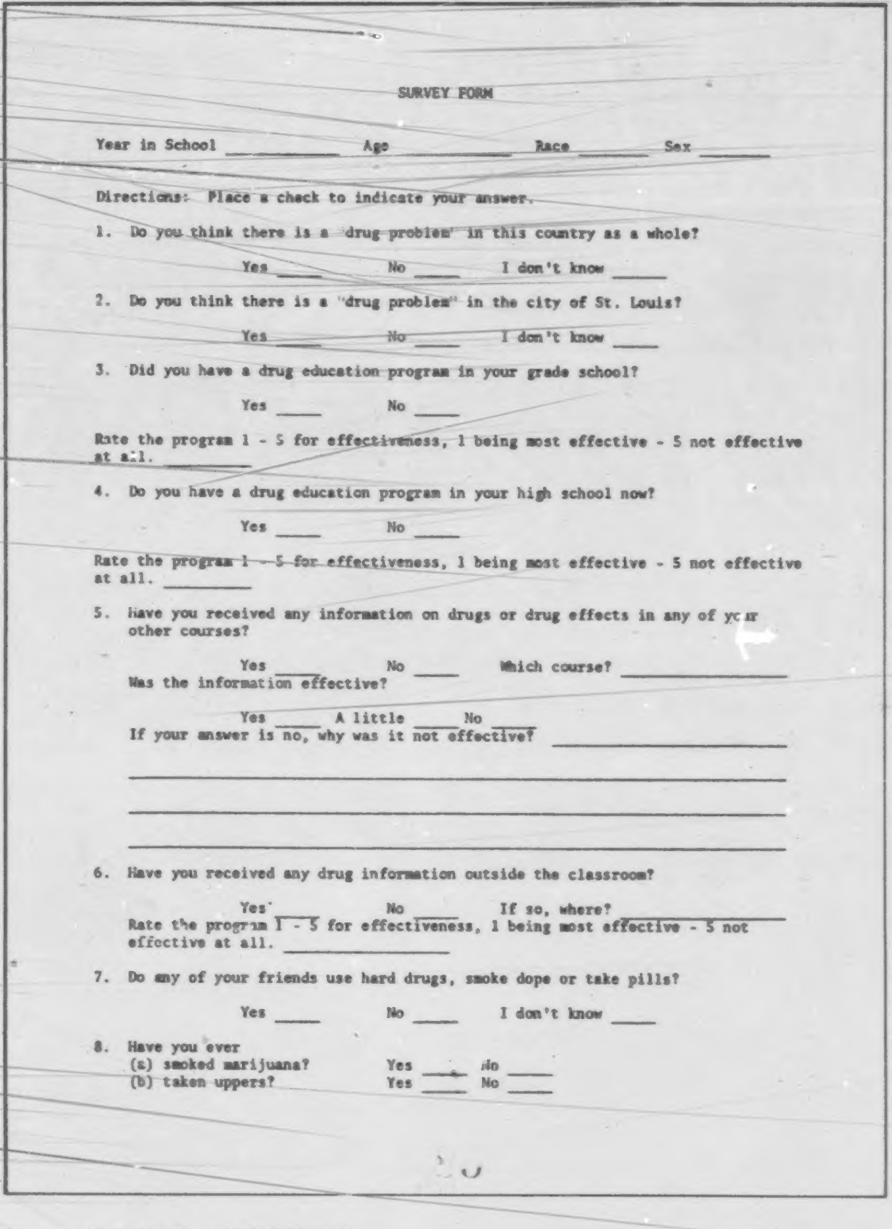
TOTAL	220	225	395	211	1,051



SURVEY FORM

Year in School __________ Age __________ Race _______ Sex _______

Directions: Place a check to indicate your answer.

1. Do you think there is a "drug problem" in this country as a whole?

Yes _____ No _____ I don't know _____

2. Do you think there is a "drug problem" in the city of St. Louis?

Yes _____ No _____ I don't know _____

3. Did you have a drug education program in your grade school?

Yes _____ No _____

Rate the program 1 - 5 for effectiveness, 1 being most effective - 5 not effective at all. ________

4. Do you have a drug education program in your high school now?

Yes _____ No _____

Rate the program 1 - 5 for effectiveness, 1 being most effective - 5 not effective at all. ________

5. Have you received any information on drugs or drug effects in any of your other courses?

Yes _____ No _____ Which course? ______________

Was the information effective?

Yes _____ A little _____ No _____

If your answer is no, why was it not effective? ______________

____

____

____

6. Have you received any drug information outside the classroom?

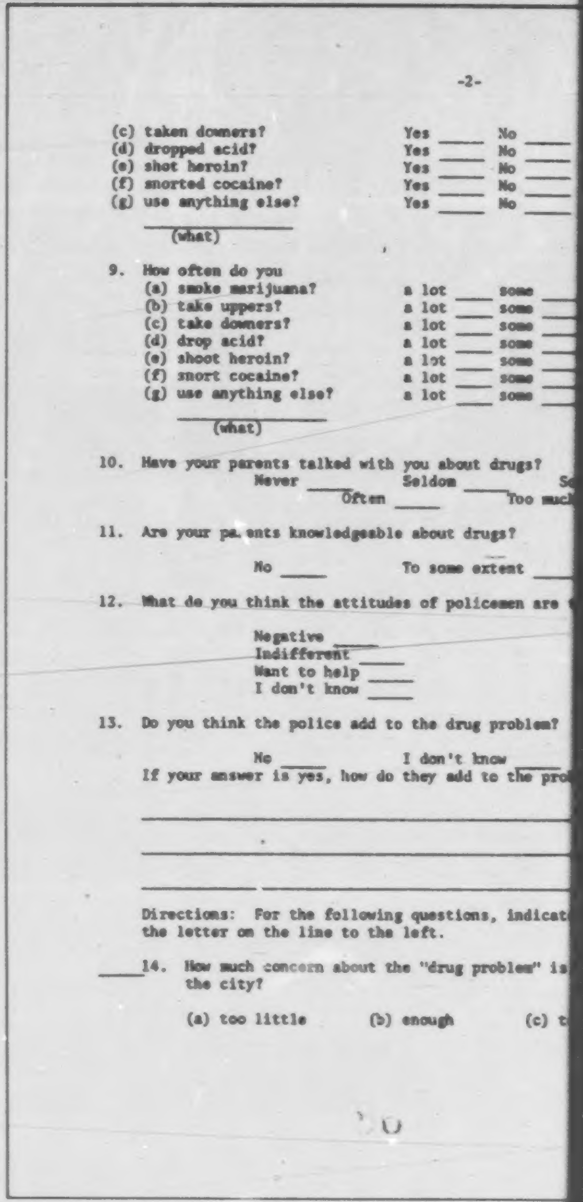
Yes _____ No _____ If so, where? ______________

Rate the program 1 - 5 for effectiveness, 1 being most effective - 5 not effective at all. ______________

7. Do any of your friends use hard drugs, smoke dope or take pills?

Yes _____ No _____ I don't know _____

8. Have you ever
(a) smoked marijuana? Yes _____ No _____
(b) taken uppers? Yes _____ No _____



-2-

(c) taken downers? Yes _____ No _____
(d) dropped acid? Yes _____ No _____
(e) shot heroin? Yes _____ No _____
(f) snorted cocaine? Yes _____ No _____
(g) use anything else? Yes _____ No _____

____
(what)

9. How often do you
(a) smoke marijuana? a lot ____ some
(b) take uppers? a lot ____ some
(c) take downers? a lot ____ some
(d) drop acid? a lot ____ some
(e) shoot heroin? a lot ____ some
(f) snort cocaine? a lot ____ some
(g) use anything else? a lot ____ some

____
(what)

10. Have your parents talked with you about drugs?
Never _____ Seldom _____ Se
Often _____ Too muc

11. Are your parents knowledgeable about drugs?

No _____ To some extent

12. What do you think the attitudes of policemen are

Negative _____
Indifferent _____
Want to help _____
I don't know _____

13. Do you think the police add to the drug problem?

No _____ I don't know _____
If your answer is yes, how do they add to the pro

____

____

____

Directions: For the following questions, indicat
the letter on the line to the left.

_____14. How much concern about the "drug problem" is
the city?

(a) too little (b) enough (c) t

SURVEY FORM

____ Age ____________ Race ________ Sex ________

ck to indicate your answer.

a "drug problem" in this country as a whole?

__ No _____ I don't know ______

a "drug problem" in the city of St. Louis?

__ No _____ I don't know _____

ducation program in your grade school?

__ No _____

r effectiveness, 1 being most effective - 5 not effective

ucation program in your high school now?

__ No _____

r effectiveness, 1 being most effective - 5 not effective

information on drugs or drug effects in any of your

No _____ Which course? ____________________

ffective?

__ A little _____ No _____

why was it not effective? ______________________

____

____

____

drug information outside the classroom?

No _____ If so, where? ____________________

5 for effectiveness, 1 being most effective - 5 not

____

use hard drugs, smoke dope or take pills?

__ No _____ I don't know _____

Yes _____ No _____
Yes _____ No _____

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(c) taken downers? Yes _____ No _____
(d) dropped acid? Yes _____ No _____
(e) shot heroin? Yes _____ No _____
(f) snorted cocaine? Yes _____ No _____
(g) use anything else? Yes _____ No _____

____
(what)

9. How often do you
(a) smoke marijuana? a lot ____ some ____ seldom ____ never ____
(b) take uppers? a lot ____ some ____ seldom ____ never ____
(c) take downers? a lot ____ some ____ seldom ____ never ____
(d) drop acid? a lot ____ some ____ seldom ____ never ____
(e) shoot heroin? a lot ____ some ____ seldom ____ never ____
(f) snort cocaine? a lot ____ some ____ seldom ____ never ____
(g) use anything else? a lot ____ some ____ seldom ____ never ____

____
(what)

10. Have your parents talked with you about drugs?
Never _____ Seldom _____ Sometimes _____
Often _____ Too much _____

11. Are your parents knowledgeable about drugs?
No _____ To some extent _____ Yes _____

12. What do you think the attitudes of policemen are towards drug users?
Negative _____
Indifferent _____
Want to help _____
I don't know _____

13. Do you think the police add to the drug problem?
No _____ I don't know _____ Yes _____
If your answer is yes, how do they add to the problem? ______________

____

____

____

Directions: For the following questions, indicate your choice by writing the letter on the line to the left.

____14. How much concern about the "drug problem" is expressed by adults in the city?

(a) too little (b) enough (c) too much

____15. How much do you think you know about drugs?

(a) too little (b) enough (c) too much

____16. How much emphasis is placed on drug education in your school?

(a) too little (b) enough (c) too much

____17. In this question we want you to categorize some drugs. Listed below are names of various drugs. We want you to indicate on this form by the letters from the Key below whether they cause:

A. physical dependency
B. psychological dependency
C. both physical and psychological dependency
D. doctors don't know
E. I don't know

____"Purple Haze"	____"H"
____"Red Devils"	____"Speed"
____"Grass"	____"DMT" or "STP"
____"Sunshine"	____"The Beast"
____"Rosies"	____"Fu"

____18. Which form of drug dependency is most likely to reoccur?

a. Physical dependency
b. Psychological dependency
c. Both physical and psychological dependency
d. Medically uncertain
e. I don't know

____19. What determines the strength or weakness of marijuana?

a. The variety of marijuana
b. The climate
c. The soil
d. All of these
e. I don't know

____20. The easiest family of drugs to overdose on is

a. amphetamines
b. barbiturates
c. hallucinogens
d. I don't know

____21. What do "reds" refer to?

a. Tuinals
b. Seconals
c. Amobarbital/Secobarbital
d. I don't know

____22. Which of the following is hallucinogenic?
a. orange sunshine
b. deximil
c. nitrous oxide
d. I don't know

____23. Having "been on a run" means
a. running grass illegally over the Mexican bord
b. dropping THC and Ascorbin acid
c. shooting crystal for several days
d. I don't know

____24. Which of these looks and smells most like mariju
a. catnip
b. oregano
c. green tea
d. I don't know

____25. Which of the following has the greatest overdose
with alcohol?
a. codeine
b. barbiturates
c. crystal
d. I don't know

____26. Most diet pills contain
a. Pentobarbital Sodium
b. Methamphetamine Hydrochloride
c. Chloral Hydrates
d. I don't know

____27. The more damaging vapor for inhalation is
a. toluene
b. nitrous oxide
c. helium
d. I don't know

____28. Which of these causes immediate death if injecte
a. epsom salts
b. flat beer
c. helium
d. I don't know

____29. MDA, in its pure chemical form, is a
a. hallucinogenic derivative of nutmeg
b. combination of mescaline and speed
c. stimulant of the central nervous system
d. I don't know

____30. Psilocybin is a derivative of
a. poppies
b. peyote cactus
c. stropharia cubensis mushroom
d. I don't know

-3-

think you know about drugs?

little (b) enough (c) too much

s is placed on drug education in your school?

little (b) enough (c) too much

we want you to categorize some drugs. Listed below
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the Key below whether they cause:

ical dependency
hological dependency
physical and psychological dependency
ors don't know
n't know

____"H"

____"Speed"

____"DMT" or "STP"

____"The Beast"

____"Fu"

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-4-

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- b. dropping THC and Ascorbin acid
- c. shooting crystal for several days
- d. I don't know

____24. Which of these looks and smells most like marijuana?
- a. catnip
- b. oregano
- c. green tea
- d. I don't know

____25. Which of the following has the greatest overdose potential when mixed with alcohol?
- a. codeine
- b. barbiturates
- c. crystal
- d. I don't know

____26. Most diet pills contain
- a. Pentobarbital Sodium
- b. Methamphetamine Hydrochloride
- c. Chloral Hydrates
- d. I don't know

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____30. Psilocybin is a derivative of
- a. poppies
- b. peyote cactus
- c. stropharia cubensia mushroom
- d. I don't know

_____31. Most THC sold on streets contains
- a. low-grade LSD
- b. animal tranquilizers
- c. synthetic marijuana
- d. I don't know

_____32. Which of these is not a side effect from using a dirty needle?
- a. hepatitis
- b. dysentery
- c. subacute bacterial endocarditis
- d. I don't know

_____33. Which of these is not a side effect of stringing speed?
- a. paranoia
- b. high blood pressure
- c. feelings of love and peace
- d. I don't know

_____34. A more potent form of the marijuana plant is
- a. belladonna
- b. hashish
- c. loco weed
- d. I don't know

_____35. Withdrawal pains cannot occur on
- a. smack
- b. mescaline
- c. downers
- d. I don't know

_____36. Morning Glory Seeds are a
- a. hallucinogen
- b. depressant
- c. narcotic
- d. I don't know

_____37. Tryptamine is the base of
- a. MDA
- b. STP
- c. DMT
- d. I don't know

_____38. STP was originally developed as a
- a. therapy for treating certain mental illnesses
- b. secret military weapon
- c. commercial drug for use in small doses only
- d. I don't know

_____39. The drug which has been used for centuries in American Indian religious ceremonies is known today as
- a. mescaline
- b. peyote
- c. marijuana
- d. I don't know

_____40. Which of these substances is most commonly found
- a. speed
- b. beladonna
- c. strychnine
- d. clinical LSD
- e. I don't know

_____41. Opium is most commonly
- a. smoked
- b. eaten
- c. ground and sniffed
- d. I don't know

_____42. The most physically addicting is
- a. nutmeg
- b. tobacco
- c. marijuana
- d. I don't know

_____43. Which barbiturates are preferred by the drug user
- a. long acting
- b. intermediate or short acting
- c. ultra-short acting
- d. I don't know

_____44. Misuse of what drug carries the greatest federal
- a. Hallucinogens
- b. Opiates
- c. Stimulants
- d. Depressants
- e. The penalties are the same for all drugs
- f. I don't know

_____45. If you were "busted" for using drugs, who would
get help from?
- _____ a. parents
- b. police
- _____ c. school official
- d. teacher
- e. friends
- f. doctor
- g. psychologist

Pick three you would most likely want. Number t

_____46. How would you change or improve drug education f
(CIRCLE THOSE ANSWERS YOU WANT.)
- a. More realistic films
- b. Talking to resource people who have used dru
- c. Have this course taught by teachers who know
  drugs from actual experience
- d. Have this course instructed by a medical doc

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- a. Hallucinogens
- b. Opiates
- c. Stimulants
- d. Depressants
- e. The penalties are the same for all drugs
- f. I don't know

____ 45. If you were "busted" for using drugs, who would you rather talk to or get help from?
____
____
- a. parents
- b. police
- c. school official
- d. teacher
- e. friends
- f. doctor
- g. psychologist

Pick three you would most likely want. Number them in order of preference.

____ 46. How would you change or improve drug education for all students? (CIRCLE THOSE ANSWERS YOU WANT.)
- a. More realistic films
- b. Talking to resource people who have used drugs
- c. Have this course taught by teachers who know something about drugs from actual experience
- d. Have this course instructed by a medical doctor

e. Others ____________________

____

____

____

____

____47. What do you think of this survey?
- a. like
- b. dislike
- c. love
- d. hate
- e. undecided

COMMENTS:

SUPPLEMENTAL SURVEY QUESTIONS

1. Name some drugs that you have heard of, or have come in c
(No more than five)

____________ ____________

____________ ____________

____

2. Of the drugs you named above, which ones do you think are

- a. Depressants ____________
- b. Narcotics ____________
- c. Stimulants ____________
- d. Psychodelics ____________
- e. Hallucinogens ____________
- f. I don't know ____________

3. How did you hear about or come in contact with these drug

4. What do you know about withdrawal?

5. What is the difference between Physical Dependency and P

6. Name the drugs which you have experimented with at least

7. a. Take one of the drugs you have experienced personall
this drug does to you?

b. What did the drug do to you, or did the drug do what

8. How do you feel about having taken drugs?

STUDENT

____

____

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is survey?

COMMENTS:

SUPPLEMENTAL SURVEY QUESTIONS

1. Name some drugs that you have heard of, or have come in contact with. (No more than five)

   _______________ _______________

   _______________ _______________

   ____

2. Of the drugs you named above, which ones do you think are:

   a. Depressants _______________
   b. Narcotics _______________
   c. Stimulants _______________
   d. Psychodelics _______________
   e. Hallucinogens _______________
   f. I don't know _______________

3. How did you hear about or come in contact with these drugs?

4. What do you know about withdrawal?

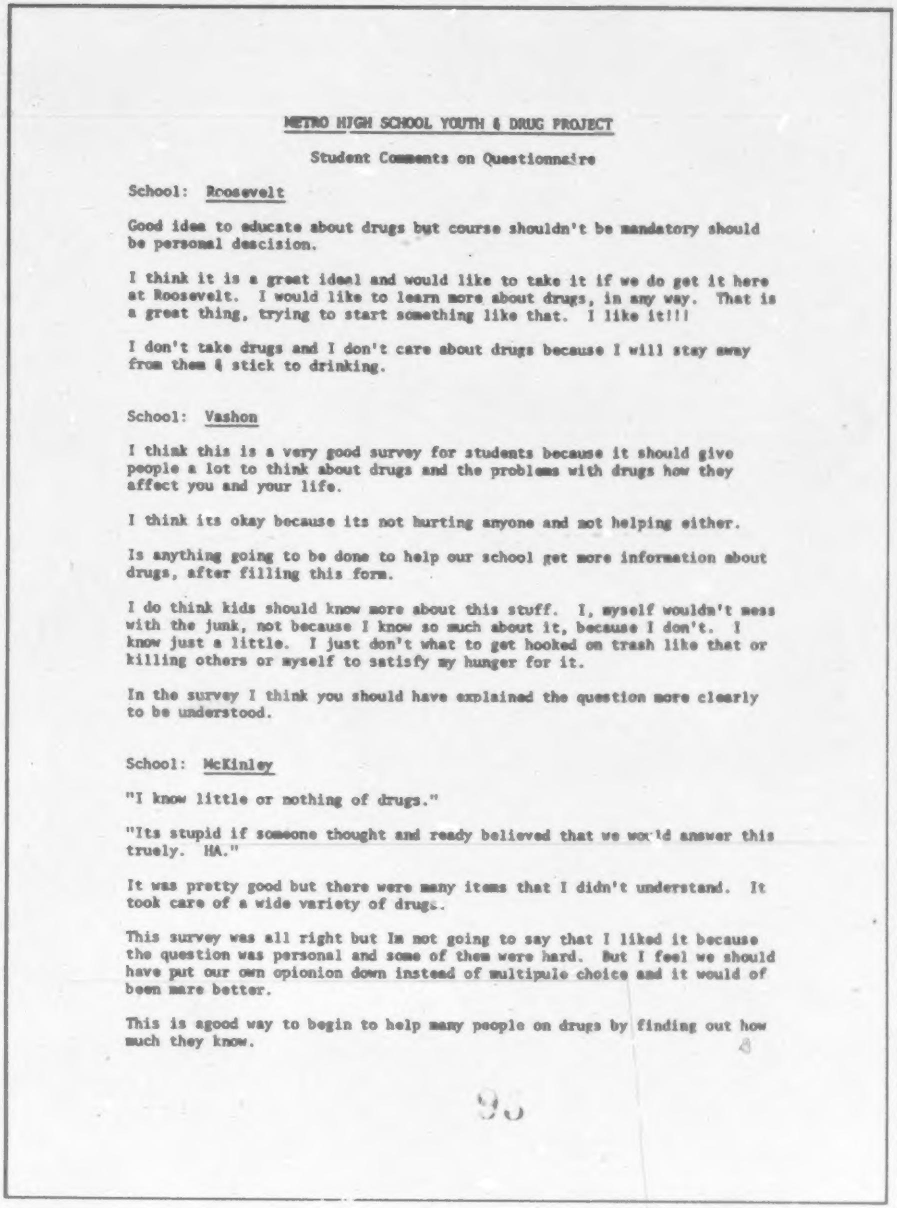
5. What is the difference between Physical Dependency and Psychological Dependency?

6. Name the drugs which you have experimented with at least once but do not use now:

7. a. Take one of the drugs you have experienced personally: What do people say this drug does to you?

   b. What did the drug do to you, or did the drug do what you expected?

8. How do you feel about having taken drugs?



METRO HIGH SCHOOL YOUTH & DRUG PROJECT

Student Comments on Questionnaire

School: Roosevelt

Good idea to educate about drugs but course shouldn't be mandatory should be personal descision.

I think it is a great ideal and would like to take it if we do get it here at Roosevelt. I would like to learn more about drugs, in any way. That is a great thing, trying to start something like that. I like it!!!

I don't take drugs and I don't care about drugs because I will stay away from them & stick to drinking.

School: Vashon

I think this is a very good survey for students because it should give people a lot to think about drugs and the problems with drugs how they affect you and your life.

I think its okay because its not hurting anyone and not helping either.

Is anything going to be done to help our school get more information about drugs, after filling this form.

I do think kids should know more about this stuff. I, myself wouldn't mess with the junk, not because I know so much about it, because I don't. I know just a little. I just don't what to get hooked on trash like that or killing others or myself to satisfy my hunger for it.

In the survey I think you should have explained the question more clearly to be understood.

School: McKinley

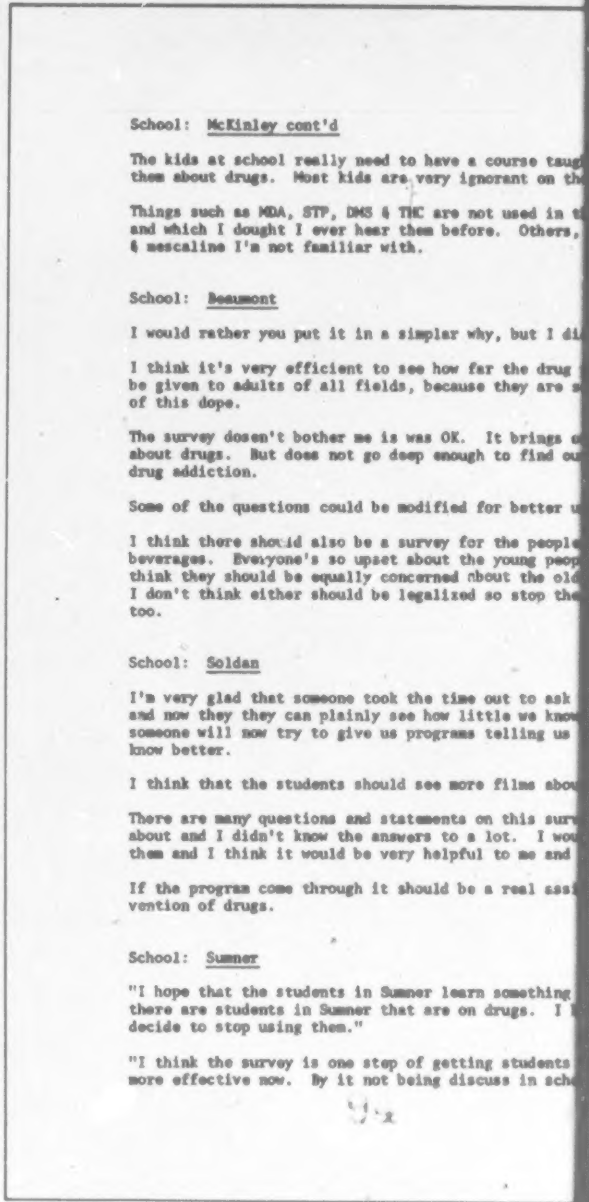
"I know little or nothing of drugs."

"Its stupid if someone thought and ready believed that we would answer this truely. HA."

It was pretty good but there were many items that I didn't understand. It took care of a wide variety of drugs.

This survey was all right but Im not going to say that I liked it because the question was personal and some of them were hard. But I feel we should have put our own opionion down instead of multipule choice and it would of been mare better.

This is agood way to begin to help many people on drugs by finding out how much they know.



School: McKinley cont'd

The kids at school really need to have a course taug
them about drugs. Most kids are very ignorant on th

Things such as MDA, STP, DMS & THC are not used in t
and which I dought I ever hear them before. Others,
& mescaline I'm not familiar with.

School: Beaumont

I would rather you put it in a simplar why, but I di

I think it's very efficient to see how far the drug
be given to adults of all fields, because they are s
of this dope.

The survey dosen't bother me is was OK. It brings
about drugs. But does not go deep enough to find ou
drug addiction.

Some of the questions could be modified for better u

I think there should also be a survey for the peopl
beverages. Everyone's so upset about the young peop
think they should be equally concerned about the old
I don't think either should be legalized so stop the
too.

School: Soldan

I'm very glad that someone took the time out to ask
and now they they can plainly see how little we kno
someone will now try to give us programs telling us
know better.

I think that the students should see more films abo

There are many questions and statements on this sur
about and I didn't know the answers to a lot. I wo
them and I think it would be very helpful to me and

If the program come through it should be a real ass
vention of drugs.

School: Sumner

"I hope that the students in Sumner learn something
there are students in Sumner that are on drugs. I
decide to stop using them."

"I think the survey is one step of getting students
more effective now. By it not being discuss in sch

SCHOOL YOUTH & DRUG PROJECT

Comments on Questionnaire

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d some of them were hard. But I feel we should
wn instead of multipule choice and it would of

o help many people on drugs by finding out how

School: McKinley cont'd

The kids at school really need to have a course taught that would tell them about drugs. Most kids are very ignorant on the subject.

Things such as MDA, STP, DMS & THC are not used in the Negro neighborhoods and which I dought I ever hear them before. Others, such as Hallucinogens & mescaline I'm not familiar with.

School: Beaumont

I would rather you put it in a simplar why, but I did like it anyway.

I think it's very efficient to see how far the drug problem has gone. Should be given to adults of all fields, because they are sometimes primary sources of this dope.

The survey dosen't bother me is was OK. It brings out how much you know about drugs. But does not go deep enough to find out what situation cause drug addiction.

Some of the questions could be modified for better understanding.

I think there should also be a survey for the people who drink alcoholic beverages. Everyone's so upset about the young people and their dope I think they should be equally concerned about the old folks and their alcohol. I don't think either should be legalized so stop the legal selling of alcohol too.

School: Soldan

I'm very glad that someone took the time out to ask us questions about drugs and now they they can plainly see how little we know about drugs. I hope someone will now try to give us programs telling us about drugs. So we will know better.

I think that the students should see more films about drugs and things.

There are many questions and statements on this survey that I've never heard about and I didn't know the answers to a lot. I would like to know about them and I think it would be very helpful to me and a lot of more young adults.

If the program come through it should be a real assistent to the future prevention of drugs.

School: Sumner

"I hope that the students in Sumner learn something from this program and if there are students in Sumner that are on drugs. I hope they read this and decide to stop using them."

"I think the survey is one step of getting students to think on the subject more effective now. By it not being discuss in school or at home what else

School: Sumner cont'd

is going to get us to thing about. Besides out in the streets."

"I like this survey because it could come in handy when they do start a program for drug abuse and drug addiction in this school. Our school should be more concerned with this drug problem."

"Drugs are really a problem I try to stay away from people who use dope. I have one friend to drops acid. I don't know as much about drugs as much as I would like too. This survey is very good and the drug program should be extended."

"The reason I liked this survey was because it awakened me to so things I didn't know. Even though I don't think I'll ever use drugs there might someday be a day when I would. I think this survey also awakened most of the drug using students here who don't know what they're doing. I think the facts should be brought to Mr. William's attention so that he could help with organizing a cl at Sumner for all the drug using students and non-drug using students to find out more, because drugs is a problem even here at Sumner."

Because I think someone should care because if know one cares its like have no people in the world, but if someone does you can save the life of people from getting on drugs. I like this survey because it means to me that someone or somebody out their really cares about you and others. I really think drugs is bad for your health, because if you'll young and want to have children later on in life this is something you can not do this may have affect on your child."

I think they should bring a drug education class in the schools for those who don't know enough about drugs.

I wish that something do be done about dope. It is just so easy to get. Too many people are just trying it out for size and enjoying it. Soon the whole high schools, grade schools, and colleges will be using it. My brother, my boyfriend, and most of my friends use it. Mostly just smoke, but I wish they didn't. I wish something would be done. I mean fast.

"Just great", what you are trying to do, because students like myself would like to find out more about drugs from one who knows what he/she is talking about than in the streets where as we may be not strong enough and find ourselfs on the "dope". Thank You Very Much (Love and Peace to all)

"I think Sumner along with the rest of the black schools in St. Louis should have drug programs and films because this is mainly in every school and if we don't know about some of the right things about drugs it'll probably hurt us later on in life. You're wondering why we do this right? Well most of the people I've talked to about this say they do it because they haven't.

"If more people would open their eyes and see how this country is going down because of drug's, then maybe more people would try and help. But as it seem's nobody cares and nobody is really trying to help the young people of today see what they're doing. Sure it mostly hard for the black kids who grew up without father, because I myself did not have people who really cared, and that's why I don't use drugs as much as my firends. Really Idon't use them except for a couple of joints."

4

Madison, Wisconsin

Evaluating Drug Education

Like the students in St. Louis, the students in Madison, Wisconsin, also directed their attention to the drug education curriculum operative in their city, also hoping to upgrade its efficiency. However, the students in Madison had a very different kind of curriculum before them. Whereas St. Louis was reported to have had a very minimal and out-dated curriculum, with no official drug policy as to the handling of drug users, Madison's curriculum was fairly advanced and extensive. In addition, Madison had a well-defined, city-wide school drug policy which emphasized counseling rather than policing the students.

The Wisconsin Student Union recognized the fact that the drug curriculum in Madison was in many ways superior to that of other cities. The students praised the curriculum for not moralizing and for maintaining an objective, factual approach. What disturbed the students, however, was the fact that, notwithstanding its objective style, the purpose underlying the drug curriculum was still to inculcate anti-drug attitudes. Furthermore, the students did not believe that such attitudes were catching on, despite the exceptionally well-designed curriculum.

It was this last hypothesis which the Wisconsin Student Union proposed to investigate for its project. The goal was to research curriculum-related changes in student attitudes on drugs. To do so the students developed and administered questionnaires which would measure student drug attitudes, particularly in relation to the attitudinal goals of Madison's drug curriculum for grades 4-6. In order to perceive changes in attitude, they administered the questionnaire to two different grade levels—to fifth graders and seventh graders. One class of approximately 25 students was involved for each of the two grade levels.

The Wisconsin Student Union itself acknowledged the importance of having a much larger sample than 50, and of having a control group in an attitudinal survey of this type. Unfortunately, limitations of time and money precluded both the larger sample and the control group, although both measures would admittedly have enhanced the validity of the conclusions. Nevertheless, the conclusions which did emerge from this survey were some of the most interesting of the HSSP.

The students concluded from their survey that early attitudes toward drugs will change in the natural course of adolescence, since adolescence implies re-examination of values and opinions. The older students paid less heed to the advice of parents, teachers, and police on drug issues. On the other hand, they paid much greater attention to their friends' drug opinions. During the fifth grade, many students indicated a strong aversion to drug users; no such aversion was pronounced among the seventh graders. In short, there was evidence to suggest that anti-drug attitudes actually decreased during the period when the primary drug curriculum was being taught.

From such survey results, the Wisconsin Student Union formed an interesting set of recommendations. The students suggested that there was no sense in trying to inculcate anti-drug values which seemed bound to be dropped in adolescence. Instead, they recommended that drug educators stop fighting drugs and start dealing with the realities of drug use. They recommended a new approach to drug education which would place the problems of drug abuse within a far broader social-problems context.

As they saw it, the real problem was alienation. At home, in school, on the job, young people feel alienated from the social institutions that affect their lives. And so they devise activities which would help them to resist or escape alienation: "pot parties, drinking, stock car racing, sex, political intriguing against the school administration, and a broad range of interests characterized chiefly by their illicit or semi-illicit natures."

This is the angle from which Madison's student group recommended that educators ought to approach drug curricula. It is DAC's belief that such insights represent a particularly valuable contribution to the drug abuse field.

Background Information

Madison, Dane County, Wisconsin

Demographic and Background Data

population (1970): 173,258 -- total
2,607 -- black (1.4% of total)
2,184 -- races other than black or white (1.

7,401 -- born outside of US (4.3% of total)
1,057 -- born in U.K. or Canada (.6% of tot

We decided to use the 1970 census figures on housing to attempt
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there are, for example, no high-rise or low-cost housing projects in
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Background Information

Madison, Dane County, Wisconsin

Demographic and Background Data

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2,607 -- black (1.4% of total)
2,184 -- races other than black or white (1.2% of total)

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We decided to use the 1970 census figures on housing to attempt to develop some idea of Madison's class breakdown, on the assumption that housing is closely related to income, and income is closely related to class.

Madison housing and living trends have followed a pattern typical of most moderately large, middle-aged cities -- as the housing in the central areas decays and fills with students and poor people, the more affluent tend to migrate to the fringes of the city. According to census figures for the tracts on the western periphery of the city, from which our study population was drawn, the majority of homes are single-family, owner-occupied dwellings, generally ranking in the top 50% of housing condition indices. Our subjective impressions corroborate this -- there are, for example, no high-rise or low-cost housing projects in this area — and our impression on the whole is that the area is mostly middle or upper-middle class, with a few (possibly two or three) neighborhoods deviating each way from the average.

Madison schools have established curricula for drug education in grades 4, 6, 9, and 11-12. Our interest was directed mainly toward the curriculum for grades 4 and 6 (included in the brown spiral notebook enclosed), for which we did our research. The curriculum for grades 9 and 11-12 is included also (in the yellow spiral notebook) for comparison.

The Madison Public Schools administration apparently has no hard-and-fast guidelines for presentation of the drug curriculum; rather, they write the curriculum and direct the building-level principal to insure that it is presented to the students*. There is no set method of teaching followed, but the usual pattern seems to be one of "team teaching" -- all the teachers at a given grade level will contribute to the curriculum according to their expertise -- biology teachers would address the question of the effects of chemicals on biological systems, social studies teachers would consider drugs as a social issue; doctors, pharmacists, policemen, etc., would speak to large groups of students on technical aspects of the problem beyond the extent of the teachers' competence. Obviously, not all teachers could be involved in such a program (language teachers, for example, would probably be left out), so students would spend part of their day in regular classes, part of the day in large-group sessions, and the remainder in regular classes pursuing the drug issue. Depending on the amount of depth decided upon by the teachers, the unit could run anywhere from one or two to possibly three weeks.

Fact

The flexibility of such an approach makes a great deal of sense to us, in that it allows for inputs based on student need (a west-side middle school, for example, might conceivably take a very different approach to drugs than would a south-side middle school, simply because of the difference in background of the students). Unfortunately, the student inputs are not put in by the students themselves; rather, they are administration and faculty perceptions of student needs and interests. Nor does the solution of actual student involvement in the planning of drug curricula and presentations suffice -- such involvement could easily be seen by peers as "carrying water" for the administration, particularly given the secrecy about drug use among most drug users. In our opinion, the 4-6 curriculum, though it tends in some places to suggest its own values as attitudinal goals, is fairly well done. For example, the idea that pages 7-9 seem to be pursuing -- that there are many different ways of handling social problems -- seems to us to be crucial to the whole idea of drug education. Also, on page 13, the idea that all drugs -- not just heroin or marijuana -- are potentially dangerous strikes us as being important. On the other hand, the scenario on page 25, in which two people are trying to convince a third to experiment with drugs, smacks of the "dreaded pusher." Also, the 4-6 curriculum places a great deal of emphasis on the drugs-and-the-individual aspect of the problem, and relatively little on the drugs-and-society aspect. The high school curriculum, particularly on pages 14-17, does go into what it calls the "societal approach," but not in the direction that we would suggest.

One of the most important parts of high school and pre-high school culture is not "rebellion," but escape from alienation -- schools are alienating, home

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* This and all subsequent comments in this section refer to the 4-6 curriculum. As far as we were able to tell by our experience in the Madison schools, the high school curriculum is not taught in the formal way that the 4-6 curriculum is -- as a matter of fact, we never did receive any exposure to the high school curriculum during our years at school (1967-72). Page 7 of the high school curriculum suggests that it be presented "whenever the teacher feels that it is the right time." With no more pressure on the issue than that, we would surmise that the high school teachers do not force the issue any more than is necessary.

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about it. Such a curriculum would perforce involve studen
preparation, since students best understand the parameters
problems. Hopefully, the problem of peer pressure running
involvement in the curriculum planning would be lessened i
since it would deal less directly with the question of dru
problems confronting the students.

Policy

The Madison Public Schools policies on drugs and drug
and easygoing. Counselors and other school personnel are
information garnered from students about student drug use,
a policy of searching lockers. State law does not, howeve
lality of student-counselor conversations. Though lockers
a systematic basis, the school reserves the right to searc
to do so.

Administration information as to student drug use is
through informal contact and conversation with students.
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ilar to that outlined under I-C, pages 15-16 of the high s
involving only one school. The project went fine until th
gave the students a file in which he had been collecting i
drug curricula. Inadvertently, he included in the file th
had developed on student drug users and dealers through hi
student body.

MPS does not allow armed police to patrol the halls,
of the buildings; in fact, a proposal to place police in t
basis was turned down by the school board. The schools al
they or the Madison Police Dept. have undercover police o
in the schools. While we doubt that either the police or
such a fact if it were true, we have no concrete reason to

The schools provide some counseling to students with
the medium of student counselors. Typically, in a middle
population in three grades, there will be three counselors
be responsible for dealing with the students on one grade
may have an area of specialization -- e.g., the draft, voc
-- to deal with students who have problems that the other
to handle competently. In the instance of drugs, the "spe
to having a sizeable body of previous experience in counse
various pharmacological classifications of drugs, their ef
where to get help with dependency problems, and so on. In
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other community resources knowledgeable on the topic) who
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STUDENTS

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Policy

The Madison Public Schools policies on drugs and drug use are fairly open and easygoing. Counselors and other school personnel are not required to report information garnered from students about student drug use, nor do the schools make a policy of searching lockers. State law does not, however, protect the confidentiality of student-counselor conversations. Though lockers are not searched on a systematic basis, the school reserves the right to search lockers if it wishes to do so.

Administration information as to student drug use is apparently gathered through informal contact and conversation with students. One of us was involved in an incident at Madison West high school in the 70-71 school year, in which a popular assistant principal was working with a group of people on a project similar to that outlined under I-C, pages 15-16 of the high school curriculum, but involving only one school. The project went fine until the assistant principal gave the students a file in which he had been collecting information on drugs and drug curricula. Inadvertently, he included in the file the "black list" that he had developed on student drug users and dealers through his contacts with the student body.

MPS does not allow armed police to patrol the halls, classes, or other parts of the buildings; in fact, a proposal to place police in the schools on a pilot basis was turned down by the school board. The schools also deny that either they or the Madison Police Dept. have undercover police or student informers in the schools. While we doubt that either the police or the schools would admit such a fact if it were true, we have no concrete reason to doubt it.

The schools provide some counseling to students with drug problems through the medium of student counselors. Typically, in a middle school of about 6-700 population in three grades, there will be three counselors. Each counselor will be responsible for dealing with the students on one grade level, and in addition, may have an area of specialization -- e.g., the draft, vocational education, drugs -- to deal with students who have problems that the other counselors are unable to handle competently. In the instance of drugs, the "specialist", in addition to having a sizeable body of previous experience in counseling, would know the various pharmacological classifications of drugs, their effects on the body, where to get help with dependency problems, and so on. In addition, he/she would have a list of contacts (doctors or pharmacists, police, lawyers, and other community resources knowledgeable on the topic) who could provide the student with additional help or information.

Unfortunately, a counselor with responsibility for upwards of 200 people can provide very little individual attention to anyone, particularly in the latter part of the school year when student class schedules for the upcoming year are being made out. This is particularly true of the counselor responsible for the eighth grade students who are going on to high school. Moreover, with the pressure of that many students, the counselor must inevitably remain somewhat aloof -- in some schools, counselors are forced to make appointments rather than keeping an open-door policy. As a result, students tend to keep their own counsel; during our years at school, few students ever sought out a counselor except during the spring, when next year's schedule was being planned. Furthermore, one of the social aspects of drug use among young people is the paranoia that develops, in which the counselor is seen as an agent of the school, and is therefore suspect.

Being a university town, Madison's community resources on drugs cover the whole range from the doctor to the dealer. Most of the programs are privately run, and perhaps surprisingly, most are controlled or at least heavily influenced by Madison's youth-student community.

There are two programs in the Madison community that fall under the rubric of "educational programs" -- the Drug Information Center and People's Office/Acid Rescue.

The Drug Information Center began in the fall of 1970 with funding granted by the Law Enforcement Assistance Administration under the Federal Safe Streets Act, through the University Foundation and the Wisconsin Council for Criminal Justice. Federal funding was discontinued in January 1973; the Center is presently funded by the University of Wisconsin, and will be funded until June 30, 1973. After that time, the center will be looking for outside funds; if sources can't be found, it will be forced to close.

While the Center is currently funded by the University, and is housed in offices owned by the University, all decisions are made by the center's staff. The staff consists of 10 paid members, 5 "placements" -- graduate students doing degree work through the Center -- and about 20 part-time volunteers.

The Center is located on the eastern boundary of the UW campus, near the center of the student-youth community. We would therefore surmise that most of its clientele come from that community as opposed to, say, high school or middle school students. While it is geographically part of the UW, the center makes an effort to serve all of Madison, as well as Dane County and the surrounding area. Regular hours are maintained, a telephone is kept open, and people are encouraged to drop in and take advantage of the Center's resources (see Appendix).

The principal philosophy of the Center is that there is no such thing as a "drug problem" per se. Rather, there are "problem-problems" that are complicated, often severely, by drugs. The center therefore provides a copious amount of information on drugs to anyone interested in pharmacological technicalities, and makes sure that the people who work there know how to retrieve information required by someone with questions, but their main thrust is informal, anonymous counseling to get at the "problem-problems" that pharmacological technicalities don't reach. Hence, most of the people at the center come from social science backgrounds -- social work, law, psychology, guidance counseling -- rather than from the medical or pharmacy schools of the UW, though such people are not turned away by the center if they are interested in working with it. When faced with crisis situations, the Center staff can call on emergency facilities at four hospitals in the downtown area; for answers to medical/pharmacological questions beyond

their ability, they rely on the UW medical and pharmacy sc

People's Office/Acid Rescue is very similar in format
Center -- low-key, easygoing, and informal; recognized amo
as the place to take any problem from an inability to find
PO/AR differs from the DIC in that it is staffed and run b
posed to students, and in that its primary aim is to provi
services as opposed to being a counseling/education resour
services provided by PO/AR include maintenance of a ride b
phone numbers of all movement groups and co-ops in the Mad
directory for transients, a crisis center during police ri
distribution of a weekly underground community news servic
Acid Rescue.

As presently constituted, Acid Rescue is an extension
consisting of members of the PO staff who have had a large
handling the normal day-to-day business of the organizatio
adept at relating to a wide variety of people over the tel
usually have no more qualifications for the job than their
ple" (though there are two social workers on the staff) an
book reading on drugs -- types, effects, specific hazards,
PO/AR relies on the area hospitals, and the medical and ph
problems outside of its range of ability.

The PO/AR staff is made up of 28 regular members, 5
8 trainees. Irregular members work when they can spare th
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than any lecture at school, at home, or at the precinct s
Granted, a cup of coffee won't stop someone from using dr
ture, firmly applied and coupled with a little negative r
accomplish wonders. But even if such methods stop young

or with responsibility for upwards of 200 people
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student class schedules for the upcoming year are
icularly true of the counselor responsible for the
going on to high school. Moreover, with the pressure
unselor must inevitably remain somewhat aloof --
re forced to make appointments rather than keeping
ult, students tend to keep their own counsel; during
nts ever sought out a counselor except during the
lule was being planned. Furthermore, one of the
ng young people is the paranoia that develops, in
an agent of the school, and is therefore suspect.

Madison's community resources on drugs cover the
the dealer. Most of the programs are privately
most are controlled or at least heavily influenced
munity.
the Madison community that fall under the rubric
he Drug Information Center and People's Office/Acid

er began in the fall of 1970 with funding granted
nce Administration under the Federal Safe Streets
undation and the Wisconsin Council for Criminal
discontinued in January 1973; the Center is presently
sconsin, and will be funded until June 30, 1973.
ll be looking for outside funds; if sources can't
close.
ntly funded by the University, and is housed in
y, all decisions are made by the center's staff.
members, 5 "placements" -- graduate students doing
-- and about 20 part-time volunteers.
the eastern boundary of the UW campus, near the
munity. We would therefore surmise that most of
mmunity as opposed to, say, high school or middle
geographically part of the UW, the center makes an
as well as Dane County and the surrounding area.
telephone is kept open, and people are encouraged
of the Center's resources (see Appendix).
of the Center is that there is no such thing as
r, there are "problem-problems" that are complic-
The center therefore provides a copious amount
ne interested in pharmacological technicalities,
who work there know how to retrieve information.
ons, but their main thrust is informal, anonymous
em-problems" that pharmacological technicalities
e people at the center come from social science
, psychology, guidance counseling -- rather than
hools of the UW, though such people are not turned
interested in working with it. When faced with cri-
f can call on emergency facilities at four hospit-
nswers to medical/pharmacological questions beyond

their ability, they rely on the UW medical and pharmacy schools.

People's Office/Acid Rescue is very similar in format to the Drug Information Center -- low-key, easygoing, and informal; recognized among the counterculture as the place to take any problem from an inability to find a room to a bad trip. PO/AR differs from the DIC in that it is staffed and run by street people as opposed to students, and in that its primary aim is to provide a variety of community services as opposed to being a counseling/education resource. The community services provided by PO/AR include maintenance of a ride board, a master file of phone numbers of all movement groups and co-ops in the Madison area, a "crash-pad" directory for transients, a crisis center during police riots, a headquarters for distribution of a weekly underground community news service, and last but not least, Acid Rescue.

As presently constituted, Acid Rescue is an extension of People's Office, consisting of members of the PO staff who have had a large amount of experience handling the normal day-to-day business of the organization, and who have become adept at relating to a wide variety of people over the telephone. AR members usually have no more qualifications for the job than their status as "street people" (though there are two social workers on the staff) and a large amount of book reading on drugs -- types, effects, specific hazards, etc. Like the DIC, PO/AR relies on the area hospitals, and the medical and pharmacy schools, for problems outside of its range of ability.

The PO/AR staff is made up of 28 regular members, 5 irregular members, and 8 trainees. Irregular members work when they can spare the time, or substitute for regular members; regular members work two 4-hour shifts per week, and attend a weekly general meeting at which decisions for the organization are made. All PO/AR decisions are made by the staff, which controls the organization. PO/AR is funded by the community, through admission to weekly benefit dances, and through a voluntary 1% "sales tax" assessed at co-op food stores and other youth-controlled enterprises.

Trainee members work on a more irregular schedule than the other members, since they are required to do quite a few shifts working in combination with the "veterans" until an estimation can be made as to their ability to handle the job. Their training involves an acquaintance with the physical setup of the office and its resources, and experience in handling suicide and overdose calls, first in role-playing situations, then in practice calls, later in actual emergency situations. The training sessions last a minimum of 20 hours (2-3 months is a possible maximum) during which the trainee is evaluated by the regular members as to his/her open-mindedness, sensitivity, and ability to stay loose in a crisis. Trainees who are unable to meet the group's criteria are dropped.

In our opinion, organizations like the DIC and PO/AR are something that no community should be without; our only complaint is that they don't reach more people. Programs such as those of PO/AR, with slight adaptation, could go far in serving the needs of people outside to the student-youth community -- elderly groups would be one example. As pertains specifically to drugs, the best thing about both organizations, in our opinion, is that they put more emphasis on "problem-problems" than on "drug problems." While we're not sure whether any statistical data exists in this area, we would surmise that a cup of coffee, a meal, a bed, and a little sympathy and understanding from someone who's been there will do a lot more good for a 16-year-old runaway -- or for that matter, any young person faced with problems, irregardless of whether or not drugs are involved -- than any lecture at school, at home, or at the precinct station ever could. Granted, a cup of coffee won't stop someone from using drugs, whereas a stiff lecture, firmly applied and coupled with a little negative reenforcement, can accomplish wonders. But even if such methods stop young people from using drugs, and leave old people feeling better, they don't get at people's problems. PO/AR and the DIC do, or at least try to; if they don't the community they sreve has the power to change them. That can't be said about most school curricula.

The only treatment programs in the Madison area are run through the psychiatric wards of the two largest area hospitals, and through the Dane County Mental Health Center. The DCMHC is similar to a private clinic in size and general style of operation, but it is funded by private sources (e.g., United Way), the county, and to a lesser extent, the state. Aside from this aspect, the DCMHC is not too different from an outpatient psychiatric ward, except in that it handles some drug cases not serious enough to warrant hospital care. We therefore did not think that exterded discussion of it was necessary.

Wisconsin state law stringently protects from public view the dealings between police and minors, hence much of the information presented here will lack specific or statistical support. It comes through our contacts with the Drug Information Center, Legal Services lawyers, and UW law students.

Wisconsin juvenile law provides that juveniles shall not be allowed trial by jury; rather, the juvenile court judge hears the evidence and decides the case. In his decision, the judge is given wide latitude as to the disposal of the defendant, hence the treatment in each case depends a great deal on the circumstances involved. We have contact with social workers who have worked fairly extensively with the Dane County juvenile court; according to them, few people from Dane County are sent to reform school except in unusual situations -- dealing drugs, particularly with a record of repeated offenses; no person with custody over defendant with long repeat record, etc. Counseling, assignment to a halfway house, or probation are the most common forms of punishment, although juveniles 16 years of age or older can be waived to adult court, where the penalties are somewhat more severe. Such waivers are, however, uncommon.

The community attitude in regard to drug use, to the extent that it can be extrapolated from the response of community institutions to drugs, is not uncompromising and might best be described as "moderate." The school curriculum is fairly relaxed and on the whole non-judgemental. Dane County voters have seen fit to elect a juvenile court judge who, according to our contacts in the social work field, makes every effort to deal with people's problems through means other than reform school. While it is true that Madison has seen some large drug raids in the past three or four years, this in itself does not argue an ambivalence in the community response to drugs (if it may be assumed that the police do in fact represent community attitudes), since it seems that the police devote their most diligent efforts to the raids shortly before the elections for city officials. As of the past two months, the local police chief, sheriff, and district attorney have all been replaced by men of avowedly more liberal persuasion; as a result, arrests and prosecutions for drug charges may move away from possession charges to sale charges, where they more justifiable belong.

Survey Information

STAFF

The DIC staff consists of a full-time Director, Program Coordin
eight part-time Specialists (all of whom are college age or rec
all of whom have experience in peer advising and drug education
Physicians and other professionals with special expertise in th
staff training and continuing back-up of the DIC staff.

ORGANIZATION AND PURPOSE

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ORGANIZATION AND PURPOSE

The Drug Information Center was created in August, 1970, when the University of Wisconsin Regents accepted a one-year grant from the University Foundation to fund this pilot project for drug education on the Madison campus. A Student-Faculty Advisory Drug Education Committee, created a year earlier, advises the Center. The second year the Center has been primarily funded by the Wisconsin Council on Criminal Justice.

The purpose of the DIC has been to make honest factual drug information available for people to use in making decisions of benefit to themselves and society. Drug education should be directed to the general objective: the kind of understanding that will permit an individual to live wisely, in harmony with himself and his environment.

ound

Research was done on one fifth grade calss at Orchard Ridge elementary and one seventh grade class at Jefferson middle* school.

total 5th grade in James Madison Memorial attendance area:	545
total 5th grade at Orchard Ridge elementary:	138
size of study group:	24
total 7th grade in James Madison Memorial attendance area:	473
total 7th grade at Jefferson middle:	232
size of study group:	25

The limitations of any survey carried out on such a small group, in terms of extrapolating from survey results, are obvious. We therefore offer the remarks on the data below not as conclusions, but as suggestions. We feel that before conclusions could be safely drawn, a great deal of additional work would be necessary -- not only would the sample have to be enlarged and pre- and post-tested as exposed to the curriculum, but a control group should be maintained; the questionnaire should be enlarged and more thoroughly pilot-tested, involving someone with a background in elementary education; different parts of the city should be used for comparison purposes; other grades should be covered, etc.

The data from the survey is covered generally in the remarks below, and more specifically at the end of this section. We adopted the system of reporting all data, graphs, etc., for fifth graders in red, and for seventh graders in blue.

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* Elementary school in Madison include grades K-5; middle schools grades 6-8; high schools grades 9-12.

Questionnaire

The questionnaire was developed by inspection of the
questions in such a way as to measure student positions o
expressed in the curriculum, test student comprehension o
give some idea of the teaching methods used at the studen
Questions 1-3 were aimed at the students' perception of t
attitudinal positions; 10-17 at factual material.

Remarks on Data

Question 1 was aimed at determining the sources fro
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Questions 2 a
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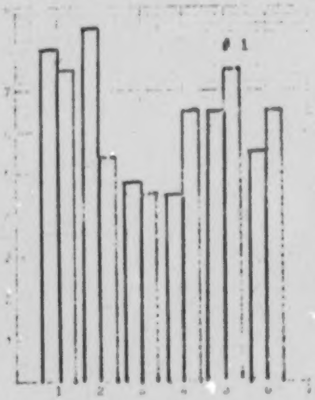

Question 5 was intended to determine whether or not
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as LSD and heroin), and what their perceptions of drug u
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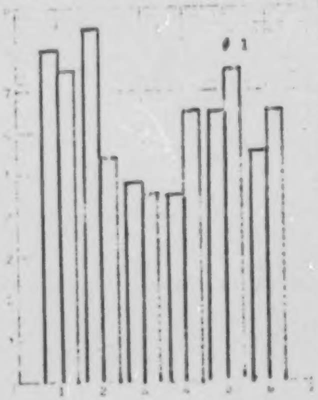
Questionnaire

The questionnaire was developed by inspection of the 4-6 curriculum, posing questions in such a way as to measure student positions on the attitudinal goals expressed in the curriculum, test student comprehension of factual material, and give some idea of the teaching methods used at the students perceived them. Questions 1-3 were aimed at the students' perception of teaching methods; 4-9 at attitudinal positions; 10-17 at factual material.

Remarks on Data

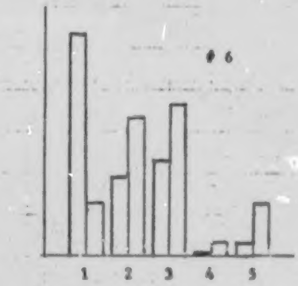
Question 1 was aimed at determining the sources from which students thought they were learning the most about drugs. Whereas the fifth graders showed a heavy reliance on parents and school, the seventh graders relied more on friends and the media, less on school, and even less on parents as sources of information than did fifth graders. Cf. questions 6-8.



Questions 2 and 3 reflect the more project-oriented nature of the curriculum at the higher grades (cf. the curricula for grades 4 and 6). There is apparently more emphasis placed on class work and less on outside speakers; possibly as a result, students seem to know factual information better.

We divided the responses to question 4 down into three categories -- escape, activity, and conversation. In spite of the fact that the directions for the question clearly stated otherwise, a large number of students suggested escape as a means of dealing with the problem. Both the pilot and the two study groups seemed to understand the question; we weren't asked to clarify it. The curriculum deals fairly extensively with the topic of alternative responses to emotional problems (see page 9), yet the results of this question and questions 5 and 6 suggest that the alternatives might not be accepted by many of the students. On the other hand, the objection could be raised to all three questions that the students were not answering truthfully.

Question 5 was intended to determine whether or not students knew what drugs were (i.e., that "drugs" includes coffee, aspirin, and cigarettes as well as LSD and heroin), and what their perceptions of drug use were among various age groups, particularly their own. While the answers show a tendency to emphasize the more socially unacceptable drugs (e.g. heroin and LSD), the students seemed to realize that aspirin, coffee, and alcohol are also drugs. The overemphasis on heroin and LSD could be attributed to the amount of media coverage given them.
Seventh graders seemed to be more aware of the use of marijuana, alcohol, and cigarettes among their peers that were fifth graders, whose most common response to question 5 was aspirin.



Question 6 indicates a trend from aversion to neutrality towards users of illegal drugs as the students get older. Several of the seventh graders indicated that drug use was not an important factor in deciding friendships, while an approximately equal number of fifth graders responded that they would turn a user of illegal drugs in to the police. Perhaps coincidentally, the weight given police as a source of advice on drug use seems to fall off with age, as demonstrated by question 7 and particularly question 8.

Questions 7 and 8 were designed to measure student attitudes through the value the gave to the advice on various groups of people around them. In general, the attention given teachers and parents fell while that of friends rose with age, and other sources remained approximately constant. On marijuana, medical advice rose and police advice fell in importance with age (for graphs, see following page).

Question 9 was meant to outline the students' definition of drug abuse through offering several possible, though incorrect, answers and an option to choose none of them. We felt that the structure of the question and the distinctions between the responses was so subtle as to be unfair; the question probably should have been removed after the pilot test.

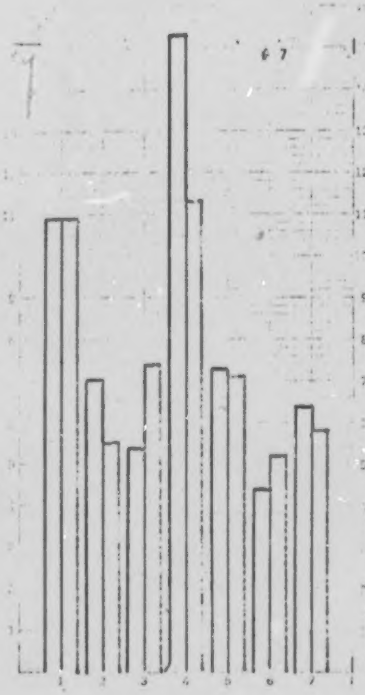
Question 10 was designed to see how students rated drugs in terms of their potential to do harm. A correct answer to the question responded to all of the entries; but only LSD and heroin reached 100% response, and then only in the seventh grade. We felt that the relatively low response levels for diet pills, aspirin, etc., might indicate an overemphasis by teachers on the stronger, less common drugs.

Pages 12 and 24 of the curriculum suggest that the teacher bring out the various reasons, other than escape and/or rebellion, that people use drugs. Question 11 suggests that this is not being done, or that students aren't getting the message -- the responses are weighted heavily toward portrayal of all drug use as escape, rebellion, and curiosity.

The results of the remaining questions imply that factual knowledge increases with age, and that (with the exception of the effects of alcohol) most students have at least a hazy idea of the correct answers to the questions.

Conclusions

While further research is obviously needed in this area, the responses to questions 1 and 4-8 suggest to us that attitudes toward drugs formed in early years are dropped as new factors begin to influence the student's values. This makes



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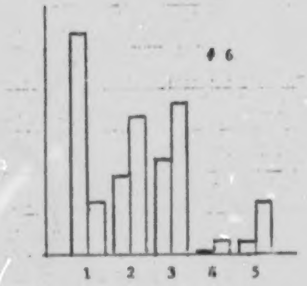

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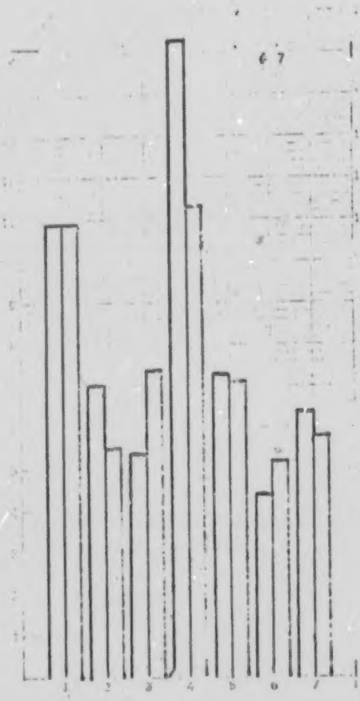

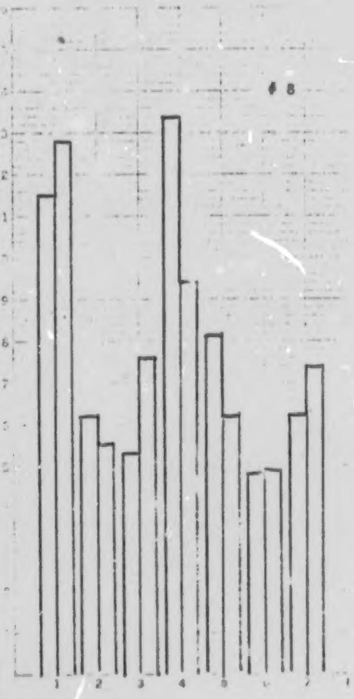

sense logically, since adolescence is almost by definition a time when many values and attitudes are re-examined. Assuming that this re-examination is in most cases carried out through scientific or quasi-scientific reasoning (i.e., values are not discarded arbitrarily, but only insofar as they disagree with reality), it seems safe to say that only realistic values are retained. Few values couched in absolutes are realistic since reality is not absolute, so most of the "don'ts" and the "shall nots" become "maybes" and "might nots", as elements of doubt are introduced.

These elements of doubt lead to drug experimentation, and if doubt becomes certainty, to limited or social drug use. Drug dependency, on the other hand, arises from social alienation and the concurrent need for a means of escape. Hence, it makes little sense to inculcate students with values that will probably be dropped in the course of their emotional and intellectual development. Drugs have been with us since time immemorial; we might as will learn to accept them in a social context. As far as drug dependency is concerned, it would seem wiser to deal with the reasons and needs for escape than with its means.

1. Where do you think you have learned what you presently

Please number the blanks from 1 to 6 below, in order f
learned the most (# 1), to the place where you learned

1. 8.0 __7.5__ in school 54 65
2. 8.5 __[illegible]__ from your parents 55 99
3. 4.8 __4.3__ from your brothers and sisters 97 120
4. 4.6 __6.5__ from your friends 104 79
5. 6.5 __7.3__ from television or the radio 72 71
6. 5.5 __6.3__ from newspapers and magazines 85 82

TOTAL 407 519

2. In what ways have teachers, principals, or other adul
about drugs and the things that they do to you?

____ adults at school haven't taught me anything
please stop and go on to the next question

Please number the blanks from 1 to 7 below, from the
(# 7) commonly used way of teaching.

1 __1__ movies about drugs (also slides, filmstrip
7 __4__ projects that your teacher made you do
5-6 __6__ visits from policemen
4 __7__ visits from doctors or nurses
5-6 __6__ visits from former drug addicts (people wh
drugs that they couldn't stop using them)
3 __2__ lectures by your teacher
2 __3__ books or parts of books brought to class

If you can think of any other ways of teaching that
please list them here:

(figures above are averages of student responses to t

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1. Where do you think you have learned what you presently know about drugs?

Please number the blanks from 1 to 6 below, in order from the place where you learned the most (# 1), to the place where you learned the least (# 6).

1. 8.0 __7.5__ in school 58 65
2. 8.5 __6.2__ from your parents 55 95
3. 4.8 __4.3__ from your brothers and sisters 97 120
4. 4.6 __6.5__ from your friends 104 79
5. 6.5 __7.4__ from television or the radio 72 71
6. 5.5 __6.3__ from newspapers and magazines 85 82

TOTAL 427 514

(the figures in the two left columns were determined by dividing the number of responses for each entry into the total number of responses).

2. In what ways have teachers, principals, or other adults at school taught you about drugs and the things that they do to you?

____ adults at school haven't taught me anything about drugs (if so, please stop and go on to the next question).

Please number the blanks from 1 to 7 below, from the most (# 1) to the least (# 7) commonly used way of teaching.

1 __1__ movies about drugs (also slides, filmstrips, tape recordings, etc.)
7 __4__ projects that your teacher made you do
5-6 __6__ visits from policemen
4 __7__ visits from doctors or nurses
5-6 __5__ visits from former drug addicts (people who were so involved with drugs that they couldn't stop using them)
3 __2__ lectures by your teacher
2 __3__ books or parts of books brought to class by your teacher

If you can think of any other ways of teaching that we didn't include above, please list them here:

(figures above are averages of student responses to the question).

3. Teachers quite often bring in people from outside of the school to speak to students about things that they are interested in, or about which they know a great deal.

In the time that you have been in school, have any such people ever come to your classes to speak about drugs?

Please put the number of times that they spoke in the blanks below.

27 _7_ How many times did a policeman come to your class?

15 _5_ How many times did a doctor come to your class?

9 _3_ How many times did a former drug addict come to your class?

(figures are totals of student responses).

If you can think of any other people who came to your classes to talk to you about drugs, please list them here, and tell us how many times each type of person came to your class:

(3 seventh graders mentioned a worker at a halfway house for former drug addicts).

4. Many people seem to use drugs to make themselves feel better. Some people use drugs to make their bodies feel better -- that is, because they are sick. Some people use drugs to make their minds "feel better" -- to get rid of unpleasant feelings such as boredom, anger, unhappiness, and so on.

Please name some other ways, besides drugs, that such people could use to make their minds "feel better".

5. Please list some drugs that are commonly used by:

-adults

-people in college or high school

-people your age

Responses to question 4:

Grade 5:

Escape
drinking 6
smoking 5
aspirin 2
smoking grass 1
caffein 1

Totals: 15

Activity
fighting 1
lay in bed until
feel better 2
take a walk 1
ride a bike 1
involvement 1
jokes 1
eating 1
knitting or crocheting
models 1
travel 2

14

Grade 7:

coffee 1
cigarettes 2
alcohol 2
aspirin 2
pep pills 1
downers 1

Totals: 9

books 1
yoga 1
doing something 1
go out & enjoy world 1
hostility outlet 1
resting 1

6

STUDENT

people fr·· outside of the school to speak to
y are interested in, or about which they know a

in school, have any such people ever come to your

that they spoke in the blanks below.

a policeman come to your class?

a doctor come to your class? (figures are totals of student responses).

a former drug addict come to your class?

people who came to your classes to talk to you
here, and tell us how many times each type of

worker at a halfway house for former drug addicts).

to make themselves feel better. Some people
feel better -- that is, because they are sick.
their minds "feel better" -- to get rid of
oredom, anger, unhappiness, and so on.

besides drugs, that such people could use to take

re commonly used by:

hool

Responses to question 4:

Grade 5:

Escape	Activity	Conversation
drinking 6	fighting 1	
smoking 5	lay in bed until feel better 2	
aspirin 2	take a walk 1	
smoking grass 1	ride a bike 1	
caffein 1	involvement 1	
	jokes 1	
	eating 1	
	knitting or crocheting 2	
	models 1	
	travel 2	
Totals: 15	14	0

Grade 7:

coffee 1	books 1	talk things out 3
cigarettes 2	yoga 1	group therapy 1
alcohol 2	doing something 1	
aspirin 2	go out & enjoy world 1	
pep pills 1	hostility outlet 1	
downers 1	resting 1	
Totals: 9	6	4

Responses to question 5: (by number of responses, then alphabetically)

Grade 5:

Adults:
aspirin 8
coffee 5
marijuana 5
cigarettes 3
LSD 3
alcohol 2
heroin 2
speed 1
tranquilizers 1

College/HS
marijuana 16
LSD 8
heroin 6
speed 3
downers 2
uppers 2
alcohol 1
cigarettes 1
amphetamines 1
morphine 1
reds 1

Your Age
aspirin 15
prescription drugs 2
alcohol 1
cigarettes 1
pennicillin 1
Pepto Bismol 1
pills 1

Grade 7:

aspirin 12
alcohol 11
pills 6
sleeping pills 6
cigarettes 4
coffee 3
LSD 2
amphetamines 1
antibiotics 1
antihistamines 1
cough syrup 1
prescription drugs 1
vitamins 1

marijuana 14
heroin 12
LSD 9
speed 5
alcohol 3
pep pills 3
aspirin 2
barbiturates 1
cigarettes 1
hashish 1
sleeping pills 1
street pills 1

marijuana 12
alcohol 7
aspirin 7
cigarettes 6
street pills 3
cough medicine 2
uppers 2
vitamins 2
antihistamines 2
heroin 1 *
speed 1 *
LSD 1 *

* these responses were all submitted on the same questionnaire, hence it is highly possible that they are not truthful.

6. If you knew somebody who was using illegal drugs, how
(make a check in the correct blank)

1. 53.9 12.5 I would strongly avoid them 14-3

2. 19.2 [illegible] I might avoid them 5-5

3. 23.1 [illegible] I would neither avoid nor make friends wit

4. 0 4.1 I might make friends with them 0-1

5. 3.8 12.5 I would definitely make friends with them

TOTALS 3

If none of the choices above fits, please tell us you
would feel about sobebody who was using illegal drugs

7. Let's say that you were thinking about smoking a ciga

In making your decision whether or not to use tobacco
would you consider most important?

Please number the blanks below from 1 to 8, in order
advice you would consider the most important (# 1) to
you would consider the least important (# 8).

1. 10.9 10.[illegible] a doctor or nurse 63 [illegible]

2. 7.0 [illegible] a teacher 98 [illegible]

3. 5.4 7.4 a friend, or group of friends 127 40

4. 15.3 11.3 a parent 45 55

5. 7.3 7.1 a policeman 99 94

6. 4.4 [illegible] an advertisement in a magazine showing peo
drugs. 155 127

7. 6.4 5.8 a clergyman (priest, minister, rabbi, etc.

If you can think of any other people whose advice you
in making your decision, please list them here:

umber of responses, then alphabetically)

College/HS
marijuana 16
LSD 8
heroin 6
speed 3
downers 2
uppers 2
alcohol 1
cigarettes 1
amphetamines 1
morphine 1
reds 1

Your Age
aspirin 15
prescription drugs 2
alcohol 1
cigarettes 1
pennicillin 1
Pepto Bismol 1
pills 1

marijuana 14
heroin 12
LSD 9
speed 5
alcohol 3
pep pills 3
aspirin 2
barbiturates 1
cigarettes 1
hashish 1
sleeping pills 1
street pills 1

marijuana 12
alcohol 7
aspirin 7
cigarettes 6
street pills 3
cough medicine 2
uppers 2
vitamins 2
antihistamines 2
heroin 1 *
speed 1 *
LSD 1 *

* these responses were all submitted on the same questionnaire, hence it is highly possible that they are not truthful.

---

6. If you knew somebody who was using illegal drugs, how would you feel about them? (make a check in the correct blank)

1. 53.9 12.5 I would strongly avoid them 14-3
2. 19.2 [illegible] I might avoid them 5-5
3. 23.1 [illegible] I would neither avoid nor make friends with them 6-4
4. 0 4.1 I might make friends with them 0-1
5. 3.8 12.5 I would definitely make friends with them 1-3

TOTALS 24 24

If none of the choices above fits, please tell us your own words how you would feel about sobebody who was using illegal drugs:

7. Let's say that you were thinking about smoking a cigarette or drinking alcohol.

In making your decision whether or not to use tobacco or alcohol, whose advice would you consider most important?

Please number the blanks below from 1 to 8, in order from the person whose advice you would consider the most important (# 1) to the person whose advice you would consider the least important (# 8).

1. 10.9 10.1 a doctor or nurse 63 51
2. 7.0 5.5 a teacher 98 120
3. 5.4 7.4 a friend, or group of friends 127 90
4. 15.3 11.3 a parent 45 55
5. 7.3 7.1 a policeman 94 94
6. 4.4 5.7 an advertisement in a magazine showing people having fun using drugs. 165 127
7. 6.4 5.8 a clergyman (priest, minister, rabbi, etc.) 109/690 114/613

If you can think of any other people whose advice you would consider important in making your decision, please list them here:

8. Let's say that you were thinking about smoking marijuana.

In making your decision whether or not to use marijuana, whose advice would you consider most important?

Please number the blanks below from 1 to 8, in order from the person whose advice you would consider most (# 1) to the person whose advice you would consider least (# 8) important.

(figures for questions 7 and 8 were determined by the method outlined at question 1).

1. 11.5 12.8 a doctor or nurse 58 54
2. 6.2 5.5 a teacher 107 127
3. 5.3 7.6 a friend, or group of friends 125 91
4. 13.4 9.4 a parent 62 73
5. 8.1 8.7 a policeman 82 112
6. 4.8 4.9 an advertisement in a magazine showing people having fun using drugs. 138 1
7. 6.2 7.4 a clergyman (priest, minister, rabbi, etc.) 108 97

TOTALS 668 643

If you can think of any other people whose advice you would consider important in making your decision, please list them here:

9. Drugs are abused by: (you can have more than 1 right answer)

RESPONSES:

12 3 taking anything which is illegal

6 5 telling a doctor to prescribe drugs for you when you don't really need them

7 11 taking a drug so that you feel good

13 14 taking too much of a drug so that you don't feel good

3 5 none of these

10. Which of the following drugs could be considered "dangerous"? (you can have more than one right answer).

12	44 aspirin	38	52 caffein
91	100 LSD	88	100 heroin
8	32 cough syrup	13	32 vitamin pills
54	54 sleeping pills	80	84 alcohol
80	34 marijuana	21	52 diet pills

(figures in columns indicate percentage of responses to entry).

BASES: 24
25

11. Why do you think people take drugs? (you can have more tha

1 2.1 because their doctors tell them to

3 0 as a part of a religious ceremony

8 1.3 because they are illegal

17 17.4 to make them feel less worried or upset; happie

14 6.7 because other people do

10 5.4 to see what drugs are like, or for the fun of i

10 12.3 to solve their problems

12. What would a depressant do to your heartbeat?

16.8% 16.7 speed it up

0 0 would not affect it

4.2 4 stop it completely

62.2 80 slow it down

16.8 0 No Answer

13. What would a stimulant do to your heartbeat?

41.7% 72.5 speed it up

0 4 would not affect it

0 4 stop it compoetely

11.7 20 slow it down

16.6 No Answer

14. Alcohol most commonly acts as:

12.6% 32% a stimulant

8.3 31 a hallucinogen (makes you see things that aren'

8.3 12 a depressant

54.2 16 a pain-killer

16.6 No Answer

15. In the space following, name a common source of caffein.

16. In the space following, name the drug found in cigarette

17. Hallucinogenic drugs or hallucinogens affect:

8 4 your heart

11 18 your brain

1 1 your st

1 1 your li

3 2 No Ans

STUDENTS

smoking marijuana.

to use marijuana, whose advice would you

to 8, in order from the person whose advice
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(figures for questions 7
and 8 were determined by
the method outlined at
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TOTALS 668 653
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feel good

so that you don't feel good

considered "dangerous"? (you can have more

38 __52__ caffein

88 __[illegible]__ heroin

13 __32__ vitamin pills

60 __84__ alcohol

21 __52__ diet pills

tage BASES: 24
25

11. Why do you think people take drugs? (you can have more than 1 right answer)

1 __[illegible]__ because their doctors tell them to

3 __0__ as a part of a religious ceremony

1 __[illegible]__ because they are illegal

17 __[illegible]__ to make them feel less worried or upset; happier

14 __[illegible]__ because other people do

10 __[illegible]__ to see what drugs are like, or for the fun of it

10 __12.3__ to solve their problems

12. What would a depressant do to your heartbeat?

16.8% __[illegible]__ speed it up

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16.8 0 No Answer

13. What would a stimulant do to your heartbeat?

41.7% __72__ speed it up

0 __4__ would not affect it

0 __4__ stop it compoetely

11.7 __20__ slow it down

16.6 No Answer

14. Alcohol most commonly acts as:

12.6% __31%__ a stimulant

8.3 __[illegible]__ a hallucinogen (makes you see things that aren't there)

8.3 __12__ a depressant

54.2 __16__ a pain-killer

16.6 No Answer

15. In the space following, name a common source of caffein.

16. In the space following, name the drug found in cigarette smoke.

17. Hallucinogenic drugs or hallucinogens affect:

5 __4__ your heart

11 __14__ your brain

1 __1__ your stomach and intestines

1 __0__ your liver

3 2 No Answer

Responses to question 15:

Grade 5:
- coffee 16
- cola 1
- no answer 7

Grade 7:
- coffee 19
- cola 1
- no answer 5

Responses to question 16:

Grade 5:
- tobacco 5
- nicotine 3
- cancer 2
- heroin 1
- pot 1
- tar 1
- no answer 11

Grade 7:
- nicotine 10
- tobacco 9
- marijuana 1
- tar 1
- no answer 4

5

Brooklyn, New York

Drug Education Is for People

The Student Research Teams of Brookl
with the students of Madison, Wisconsin,
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students added was an emphasis on what t
"the human factor." Brooklyn, New York,
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decline. Naturally, the students wanted to kn
student drug abuse to decrease in Brookl
years?

Despite the downward trend, the students
was still widespread drug abuse among Broo
were concerned that there was no official sc
handling of student drug users. They wonc
ongoing drug education program was having
The students decided to investigate the Bro
to recommend ways to prevent further
avenues for investigation included: (1) drug
teachers, and administrators; (2) the mag
drug problem; (3) the handling of drug pro

The methodology for this project inclu
naires administered in three high schools,
twelfth graders in each school. Interviews w
students, 70 teachers, and 15 administrators.

The students' first conclusion was that
reported finding greater concern from eve
anticipated. However, their second conclusi
they did care a great deal, teachers were re
with the curriculum itself, with the book
foregetting about the students' needs. T
Teams were convinced that the teachers ne
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attributed that decrease to the SPARK
school students working on a personal

5

Brooklyn, New York

Drug Education Is for People

The Student Research Teams of Brooklyn, New York, agreed with the students of Madison, Wisconsin, as to the need for a social-problems approach to drug education. What the Brooklyn students added was an emphasis on what they themselves called "the human factor." Brooklyn, New York, was the only city in the HSSP in which teenage drug abuse was reported to be on the decline. Naturally, the students wanted to know why. What caused student drug abuse to decrease in Brooklyn over the past two years?

Despite the downward trend, the students were aware that there was still widespread drug abuse among Brooklyn's teenagers. They were concerned that there was no official school drug policy as to handling of student drug users. They wondered what effect the ongoing drug education program was having on student drug use. The students decided to investigate the Brooklyn drug scene and to recommend ways to prevent further drug abuse. Specific avenues for investigation included: (1) drug attitudes of students, teachers, and administrators; (2) the magnitude of the school drug problem; (3) the handling of drug problems by the schools.

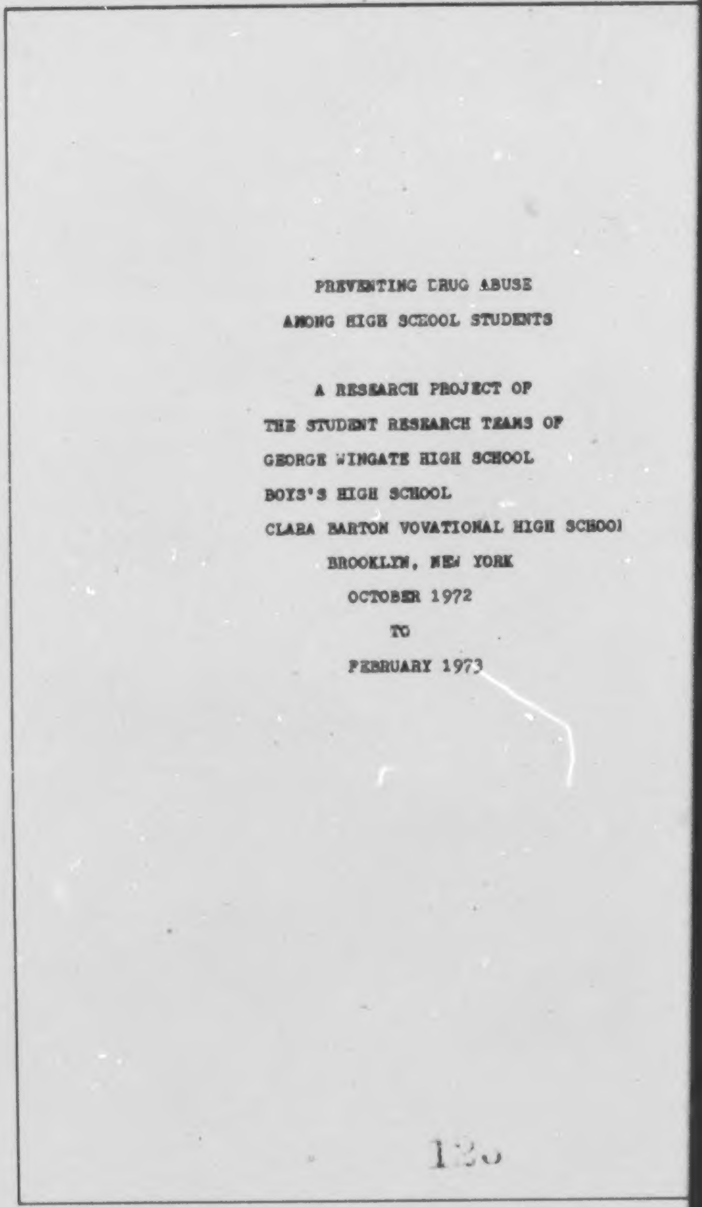
The methodology for this project included student questionnaires administered in three high schools, to 350 eleventh and twelfth graders in each school. Interviews were also held for 150 students, 70 teachers, and 15 administrators.

The students' first conclusion was that people did care. They reported finding greater concern from everyone than they had anticipated. However, their second conclusion was that, although they did care a great deal, teachers were reported to be absorbed with the curriculum itself, with the book knowledge, and to be foregetting about the students' needs. The Student Research Teams were convinced that the teachers needed to have a better understanding of why students use drugs—that they were relying too heavily upon the ability of book knowlege to solve the drug problem. In educational terms, what the students were getting at was the distinction between a subject-matter orientation and a student orientation. But then what was causing the documented decrease in student drug abuse? The Student Research Teams attributed that decrease to the SPARK teams—groups of high school students working on a personal basis within several

Brooklyn high schools to stop drug abuse. They concluded that the SPARK teams were succeeding where the regular drug education program was not. The difference, the students theorized, was the human, personal approach.

An inviting conclusion. Unfortunately, one must question the validity of that conclusion in this instance. The students who were funded by DAC to do HSSP research in Brooklyn were also SPARK participants. The data in their survey did not actually demonstrate any causal explanation for the decreasing drug abuse. Therefore, it is impossible to know just how much credit is owing to SPARK for the decrease. It is possible that the students allowed their enthusiasm for SPARK to affect the objectivity of their research, and one must take that possibility into account.

Nevertheless, the implications of this study are still significant, especially insofar as they reminded educators that education is not book learning, but people learning. The students completed their report by recommending that drug education adopt a more personal orientation. Some suggestions in this regard were provided for teachers and administrators. It was suggested that teachers and administrators become personally involved with their students; that they adopt new teaching methods toward that goal; and that they not feel so removed from their students that they fail to provide proper direction and guidance for them. Regarding this last suggestion, the students urged creation of drug rules and policy for the sake of the students.



PREVENTING DRUG ABUSE
AMONG HIGH SCHOOL STUDENTS

A RESEARCH PROJECT OF
THE STUDENT RESEARCH TEAMS OF
GEORGE WINGATE HIGH SCHOOL
BOYS'S HIGH SCHOOL
CLARA BARTON VOVATIONAL HIGH SCHOO
BROOKLYN, NEW YORK
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TO
FEBRUARY 1973

On October 15, 1972 the Drug Abuse Council accepted the Student Research Team's proposal for their drug research project to be conducted in three high schools in Brooklyn, New York. The team is composed of seven high school students from the schools listed below:

ARLENE BLACKWOOD	WINGATE HIGH SCHOOL
DARRYL BOONE	WINGATE HIGH SCHOOL
DUDLEY WILLIAMS	WINGATE HIGH SCHOOL
ELLIOT HOUSTON	BOY'S HIGH SCHOOL
JACK TORRENCE	BOY'S HIGH SCHOOL
ETHEL DAYS	CLARA BARTON HIGH SCHOOL
BRENDA DAVIS	CLARA BARTON HIGH SCHOOL

Resource personnel for the team were:

Mitchell Strauss- Drug Education Specialist, Wingate
Bernard Seals- Narcotics Instructor, Boy's
Hattie Allen- Drug Education Specialist, Barton
Diana Lackowitz- Addiction Research Treatment Corporattion
Thomas Phillips- Coordinator of S.P.A.R.K.
Pat Wilson- Student Information Center

The Drug Abuse Council's program was brought to our attention by the Addiction Research Treatment Corporaion (A.R.T.C.) of Brooklyn, New York. Information concerning the scope of the program was sent to the Drug Education Specialsits (D.E.S.) of each school. Meetings were held with Dianne Lackowitz of A.R.T.C., Pat Wilson of S.I.C., the D.E.S.'s and students of the three schools. We were informed as to what the council wanted, guidelines to be followed and advised on how to go about establishing our project. Copies of proposals already accepted by the Drug Abuse Council were given to us as models to follow.

After these meetings the actual team was formed and work on the

structure of our project began. We proposed to find ho
sections of the high school body, teachers, students an
felt about the drug problem. How big was the problem?
handled correctly? What changes could be made? After
the information we would then suggest ways of preventin
drug abuse by high school students.

We planned to get our information through student,
and administration questionnaires and interviews. Afte
was compiled we would prsent certain data on the proble
this data offer our suggestions as to how all parties c
improving the drug problem in our schools.

The wide spectrum which our responses cover can be
to the vary characteristics of the three schools. Clar
an all girls vocational high school centrally located i
The school is near the Brooklyn Public Library,(main br
Brooklyn Museum and the Botanical Gardens. It is a spe
school with no zoning restrictions, meaning it is open
in New York City. An entrance exam for some courses is
Barton therefore can be selective in choosing their stu

Boy's High is an all boys school located in the he
Stuyvesant, one of the largest Black and Puerto Rican c
this country. The schools population is mostly from Be
neighboring Williamsburg another Black and Puerto Rican
There are serious social and educational problems in th
One example is that many teachers are not willing to tr
ghetto. Schools in the area lack experienced teachers
this problem. The building itself was constructed in 1
antiquated structure combined with the neighborhood doe
a positive educational enviorment.

Wingate High SChool is located in the Crown Heigh

Drug Abuse Council accepted the Student their drug research project to be ple in Brooklyn, New York. The team is l students from the schools listed below:

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actual team was formed and work on the

structure of our project began. We proposed to find how the different sections of the high school body, teachers, students and administrators felt about the drug problem. How big was the problem? Is it being handled correctly? What changes could be made? After gathering all the information we would then suggest ways of preventing further drug abuse by high school students.

We planned to get our information through student, teacher and administration questionnaires and interviews. After the information was compiled, we would prsent certain data on the problem and from this data offer our suggestions as to how all parties could work on improving the drug problem in our schools.

The wide spectrum which our responses cover can be attributed to the vary characteristics of the three schools. Clara Barton is an all girls vocational high school centrally located in Brooklyn. The school is near the Brooklyn Public Library, (main branch), the Brooklyn Museum and the Botanical Gardens. It is a specialized school with no zoning restrictions, meaning it is open to all girls in New York City. An entrance exam for some courses is reguired. Barton therefore can be selective in choosing their students.

Boy's High is an all boys school located in the heart of Bedford-Stuyvesant, one of the largest Black and Puerto Rican communities in this country. The schools population is mostly from Bed-Stuy and neighboring Williamsburg another Black and Puerto Rican community. There are serious social and educational problems in these communities. One example is that many teachers are not willing to travel into the ghetto. Schools in the area lack experienced teachers because of this problem. The building itself was constructed in 1891. The antiquated structure combined with the neighborhood does not provide a positive educational enviorment.

Wingate High SChool is located in the Crown Heights section of Brooklyn. The area is in a state of transition from White to Black. There is a great influx of foreign students into the school. About 50% of the student body is foreign born. The language and other problems are infinite. Wingate is a co-ed school.

With these facts in mind we present the results of our interviews and questionnaires. Three hundred and fifty students in each school participated in the questionnaire. In addition another fifty were interviewed in each school to discuss the results. Some of these fifty also took part in answering the questionnaire. The same procedure was used with the teachers. The number of teachers interviewed and questionnaires was seventy. The adminsitration part of the survey was based on an interview with responses recorded on a questionnaire. Five administrators in each school were interviewed.

For the sake of simplication and clarity we thought it best to present our data in perecentage. Each question will indicate the perecent for each school. Comments will be made after each question. These comments are a reflection of the teams feeling based upon the data and interviews that were conducted for each question. A separate page will be devoted for each question. Each schools figures will also show the grade level. Eleventh and twelveth grade students participated in the survey. Barton is an all girls school, Boys has only males and Wingate is co-ed. The results will therefore show that Wingate has four sets of figures, two sets for each grade.

Student Question # 1

How do you feel your school deals with the dru

a-to a great extent b-concern c-little conc

Responses:

	Barton		Boys	
	11th	12th	11th	12th
a-	20%	23%	24%	17%
b-	60%	53%	39%	41%
c-	17%	17%	24%	26%
d-	3%	7%	13%	16%

Comments:

As indicated by the student responses on

that the schools are greatly conerned with th

students interviewed about the results stated

adminsistrators do not seem to take the drug

matter. In some cases where they do it appea

not recognized by the students.

In addition many students felt that ther

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Student Question # 1

How do you feel your school deals with the drug problem?

a-to a great extent b-concern c-little concern d-no concern

Responses:

	Barton		Boys		Wingate			
	11th	12th	11th	12th	11-B	11-G	12-B	12-G
a-	20%	23%	24%	17%	19%	19%	19%	3%
b-	60%	53%	39%	41%	41%	42%	41%	57%
c-	17%	17%	24%	26%	27%	28%	27%	39%
d-	3%	7%	13%	16%	13%	11%	13%	1%

Comments:

As indicated by the student responses only about 20% of them feel that the schools are greatly conerned with the drug problem. Some students interviewed about the results stated that teachers and adminsistrators do not seem to take the drug problem as a serious matter. In some cases where they do it appears that this concern is not recognized by the students.

In addition many students felt that there were not enough drug programs and that teacher attitudes were too permissive. In summary while the majority feel there is concern they feel more should be done.

Student Question # 2

Which do you feel was most effective in dealing with the problem?

a-SPARK b-Security guards c-Drug education d-Removal of over-age students

Responses:

	Barton		Boys		Wingate			
	11th	12th	11th	12th	11-B	11-G	12-B	12-G
a-	8%	4%	53%	59%	58%	70%	79%	66%
b-	7%	17%	15%	17%	32%	15%	17%	22%
c-	81%	74%	17%	17%	8%	9%	2%	4%
d-	4%	5%	15%	7%	7%	6%	2%	8%

Comments:

The majority of the students at Boys High and Wingate feel that the Spark Program has been most effective in dealing with the problem. While at Barton they indicate that drug education is the most effective method.

It should be noted that Boys and Wingate have Spark Intervention teams. Spark stands for, School Prevention of Addiction through Rehabilitation and Knowledge. The Spark teams consist of six persons, a teacher from the school who is designated as a Drug Educational Specialist, a guidance person, a school pyschologist from the Bureau of Child Guidance and three para-professionals who serve as family workers. All team members receive extensive training in group work and counseling. There are ten such teams in the New York City high schools. At Barton there is a D.E.S.. Since she is the only person in the school she could never hope to reach as many students as a Spark Team. Hence she concentrates on drug education and prevention which would account for the 81% and 74% response to "c".

Student Question # 3

Which drugs would you say are mostly used in your sch

a-Marijuana b-Heroin c-Pills d-L.S.D.

Responses:

	Barton		Boys		W
	11th	12th	11th	12th	11-B
a-	78%	76%	71%	65%	93%
b-	2%	2%	14%	13%	4%
c-	18%	20%	11%	13%	3%
d-	2%	2%	4%	9%	0

Comments:

The survey further confirms the belief that Mari
number one drug used by high school students. In inte
students some of the reasons for the popularity of Mar
given as, easy to get, inexpensive as compared to othe
seem to bear out that it is not harmful or addicting a
becoming accepted by society.

It is also interesting to note that at Boys , Her
were about the same while at Barton, Pills are used to
greater extent. The use of L.S.D. amongst the three s
to bealmost non-existant.

STUDENTS

re in dealing with the problem?

ng education d-Removal of over-age students

		Wingate		
2th	11-B	11-G	12-B	12-G
9%	58%	70%	79%	66%
7%	32%	15%	17%	22%
7%	8%	9%	2%	4%
7%	7%	6%	2%	8%

at Boys High and Wingate feel that
fective in dealing with the problem.
drug education is the most effective

and Wingate have Spark Intervention
revention of Addiction through
Spark teams consist of six persons,
esignated as a Drug Educational
hool pyschologist from the Bureau
rofessionals who serve as family
extensive training in group work
teams in the New York City high
S.. Since she is the only person
to reach as many students as a
on drug education and prevention
74% response to "c".

Student Question # 3

Which drugs would you say are mostly used in your school?

a-Marijuana b-Heroin c-Pills d-L.S.D.

Responses:

	Barton		Boys		Wingate			
	11th	12th	11th	12th	11-B	11-G	12-B	12-G
a-	78%	76%	71%	65%	93%	83%	89%	79%
b-	2%	2%	14%	13%	4%	10%	7%	14%
c-	18%	20%	11%	13%	3%	7%	2%	2%
d-	2%	2%	4%	9%	0	0	2%	5%

Comments:

The survey further confirms the belief that Marijuana is the number one drug used by high school students. In interviews with students some of the reasons for the popularity of Marijuana were given as, easy to get, inexpensive as compared to other drugs, facts seem to bear out that it is not harmful or addicting and thatit is becoming accepted by society.

It is also interesting to note that at Boys , Heroin and Pills were about the same while at Barton, Pills are used to a much greater extent. The use of L.S.D. amongst the three schools appears to bealmost non-existant.

Student Question # 4

Have you ever got high in school?

a-Yes b-No

Responses:

	Barton		Boys		Wingate			
	11th	12th	11th	12th	11-B	11-G	12-B	12-G
a-	8%	9%	37%	24%	22%	12%	43%	22%
b-	92%	91%	63%	76%	78%	88%	57%	78,

Comments:

The response to this question seems to give validity to the belief that males are into drugs much more than females. While the question limits itself to only school it was found in interviews with students that this figure represents girls behavior outside of school also. It was found in interviews that there are some good reasons for these figures. For example peer pressure seems to be greater on the boy, boys work and have more money available for drugs. The double standard, less stigma to boys getting high than girls.

Anther factor that should be noted here is the type of schools that were involved in this survey. Barton is an all girls school and they select their student body. Barton can deny entrance to any girl that they feel will not succeed in their special programs. Boys and Wingate are neighborhood schools and can not deny entrance to any student living in their district.

Student Question # 5

Do any of your friends use drugs? (hard)

a-No b-Yes c-Sometimes

Responses:

	Barton		Boys		
	11th	12th	11th	12th	11-B
a-	14%	15%	47%	51%	7%
b-	70%	68%	37%	31%	75%
c-	16%	17%	16%	18%	18%

Comments:

We found in our survey that the majority of
the three predominately Black and Puerto Rican s
that have used hard drugs. We found that even t
was answered this meant they had used hard drugs

It was surprising to note that the figures
higher in the "yes" and "sometimes" catagory than
figures seem to correlate more with Barton than
this question to be more valid it might have bee
followed question # 4 with the question, "What d
pills, L.S.D., etc.

Another note that might explain the Barton
question is the fact that they indicate in quest
high percent use pills.

hool?

Boys		Wingate			
h	12th	11-B	11-G	12-B	12-G
	24%	22%	12%	43%	22%
	76%	78%	88%	57%	78

estion seems to give validity to the belief
ch more than females. While the question
it was found in interviews with students
girls behavior outside of school also. It
there are some good reasons for these
pressure seems to be greater on the boy,
y available for drugs. The double standard,
high then girls.
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t body. Barton can deny entrance to
not succeed in their special programs.
rhood schools and can not deny entrance to
district.

L

Student Question # 5

Do any of your friends use drugs? (hard)

a-No b-Yes c-Sometimes

Responses:

	Barton		Boys		Wingate			
	11th	12th	11th	12th	11-B	11-G	12-B	12-G
a-	14%	15%	47%	51%	7%	59%	13%	10%
b-	70%	68%	37%	31%	75%	17%	69%	72%
c-	16%	17%	16%	18%	18%	24%	18%	18%

Comments:

We found in our survey that the majority of the students attending the three predominately Black and Puerto Rican schools have friends that have used hard drugs. We found that even though "sometimes" was answered this meant they had used hard drugs at one time or another.

It was surprising to note that the figures for Barton were much higher in the "yes" and "sometimes" catagory than at Boys. Wingate figures seem to correlate more with Barton than Boys. In order for this question to be more valid it might have been better if we had followed question # 4 with the question, "What do you get high on"?, pills, L.S.D., etc.

Another note that might explain the Barton response to this question is the fact that they indicate in question # 3 that a high percent use pills.

Student Question # 6

If you answered sometimes or yes to question # 5, how has it effected you personally?

a-Did not b-Very little c-A lot

Responses:

	Barton		Boys		Wingate			
	11th	12th	11th	12th	11-B	11-G	12-B	12-G
a-	80%	74%	22%	49%	77%	62%	62%	67%
b-	12%	19%	28%	29%	23%	14%	24%	26%
c-	8%	7%	44%	22%	0	24%	14%	7%

Comments:

The 11th year students at Boys High indicate that living in a drug oriented society and experimenting with drugs has affected them personally. All other groups show a very low percent. It is the feeling of the team that this question was not answered honestly by most of the students. The members of the team pointed out that the use of drugs in school has affected them in many ways. Students disrupting classes, stealing and poor general school tone.

Student Question # 7

Has anyone ever tried to give or sell you drugs in

a-Yes b-No

Responses:

	Barton		Boys		
	11th	12th	11th	12th	11-B
a-	15%	18%	46%	25%	33%
b-	85%	82%	54%	75%	67%

Comments:

The response to this question falls into the p
previous questions. At Barton a small percent have
sold drugs in school. At Boys and Wingate the perc
higher.

There are a number of factors some of which we
previous questions (girls seem to be into drugs le
One of the outstanding factors is the location of B
Boys is located in the Bed-Stuy section of Brooklyn
Harlem is probably the second highest drug area in
Wingate's location is somewhat better but it has be
some of the major drug arrests in the city. Barton'
not lend itself to the drug scene.

)

yes to question # 5, how has it

c-A lot

oys		Wingate		
12th	11-3	11-G	12-B	12-G
49%	77%	62%	62%	67%
29%	23%	14%	24%	26%
22%	0	24%	14%	7%

t Boys High indicate that living in a
erimenting with drugs has affected them
show a very low percent. It is the
question was not answered honestly by
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fected them in many ways. Students
and poor general school tone.

Student Question # 7

Has anyone ever tried to give or sell you drugs in school?

a-Yes   b-No

Responses:

	Barton		Boys		Wingate			
	11th	12th	11th	12th	11-B	11-G	12-B	12-G
a-	15%	18%	46%	25%	33%	25%	40%	28%
b-	85%	82%	54%	75%	67%	75%	60%	72%

Comments:

The response to this question falls into the pattern of the previous questions. At Barton a small percent have been given or sold drugs in school. At Boys and Wingate the percent is much higher.

There are a number of factors some of which were indicated in previous questions (girls seem to be into drugs less than boys). One of the outstanding factors is the location of Boys and Wingate. Boys is located in the Bed-Stuy section of Brooklyn which next to Harlem is probably the second highest drug area in the country. Wingate's location is somewhat better but it has been the scene of some of the major drug arrests in the city. Barton's location does not lend itself to the drug scene.

(11)

Student Question # 8

Around what age group were you when you first got high?

a-Never did b-12 to 14 c-15 to 17 d-Over 18

Responses:

	Barton		Boys		Wingate			
	11th	12th	11th	12th	11-B	11-G	12-B	12-G
a-	69%	59%	45%	41%	63%	75%	46%	59%
b-	8%	8%	10%	22%	14%	7%	29%	13%
c-	23%	19%	38%	34%	21%	18%	22%	17%
d-	0	4%	7%	3%	2%	0	3%	1%

Comments:

The figures in this question once again bear out the results of question number 4. It shows that girls use drugs much less than boys. The interesting conclusion that can be drawn from this question is that most students who become invloved in drugs do so during their high school careers.

(12)

Student Question # 9

Who first supplied you with a drug or drugs?

a-Friend b-Relative c-Adult d-Neither

Responses:

	Barton		Boys		
	11th	12th	11th	12th	11-B
a-	26%	26%	54%	60%	33%
b-	2%	3%	13%	16%	6%
c-	0	2%	5%	6%	2%
d-	72%	69%	28%	18%	59%

Comments:

It is obvious from the above results that

their introduction into the drug scene from a f

substantiate the conclusion that peer pressure

upon most young people.

In questioning students about this questio

response, "neither", meant that they never used ou when you first got high?

-15 to 17   d-Over 18

Boys		Wingate			
h	12th	11-B	11-G	12-B	12-G
	41%	63%	75%	46%	59%
	22%	14%	7%	29%	13%
	34%	21%	18%	22%	17%
	3%	2%	0	3%	1%

estion once again bear out the results of
s that girls use drugs much less than
lusion that can be drawn from this question
ecome invloved in drugs do so during

Student Question # 9

Who first supplied you with a drug or drugs?

a-Friend   b-Relative   c-Adult   d-Neither

Responses:

	Berton		Boys		Wingate			
	11th	12th	11th	12th	11-B	11-G	12-B	12-G
a-	26%	26%	54%	60%	33%	19%	36%	33%
b-	2%	3%	13%	16%	6%	2%	2%	2%
c-	0	2%	5%	6%	2%	4%	2%	2%
d-	72%	69%	28%	18%	59%	75%	60%	63%

Comments:

It is obvious from the above results that most students get their introduction into the drug scene from a friend. This would substensuate the conclusion that peer pressure has a great affect upon most young people.

In questioning students about this question we found that the response, "neither", meant that they never used drugs.

Student Question # 10

Where have you learned the most about drugs?

a-Friends b-Parents c-School d-Mass Media

Responses:

	Barton		Boys		Wingate			
	11th	12th	11th	12th	11-B	11-G	12-B	12-G
a-	33%	35%	64%	39%	22%	17%	42%	27%
b-	1%	2%	16%	16%	10%	10%	4%	3%
c-	55%	46%	19%	39%	40%	33%	42%	42%
d-	11%	17%	1%	6%	28%	40%	12%	27%

Comments:

Once again the results of this question could have been predicted based upon earlier questions. Girls seem to learn more about drugs from their drug education classes while boys seem to gain their knowledge from their friends.

As pointed out in previous questions much of the influence comes from the neighborrhood where the school islocated. When a student gets off the bus to walk to school (Boys and Wingate) they could easily be approached by the "local pusher". This would be unlikely at Barton.

Student Question # 11

Do you think most teachers are able to handle dru
in their classrooms?

a-No b-Yes c-Sometimes

Responses:

	Barton		Boys		
	11th	12th	11th	12th	11-B
a-	57%	53%	59%	37%	52%
b-	11%	11%	25%	7%	16%
c-	32%	36%	16%	56%	32%

Comments:

As previously believed and shown the majorit
responded that teachers are not fully equipped to
drug situation in the classroom. The problem of
drug abuse is complex especially for a teacher.
that teacher training in drug abuse is a must. W
can not treat drug abuse in the classroom they sh
know when a student is high, have knowledge in ha
situations and be familiar with the kinds of drug
used by teenagers.

STUDENT

(13)

:he most about drugs?

c-School d-Mass Media

Boys		Wingate			
11th	12th	11-B	11-G	12-B	12-G
64%	39%	22%	17%	42%	27%
16%	16%	10%	10%	4%	3%
19%	39%	40%	33%	42%	42%
1%	6%	28%	40%	12%	27%

ılts of this question could have been
ırlier questions. Girls seem to learn more
lrug education classes while boys seem to
m their friends.
previous questions much of the influence
hood where the school islocated. When
us to walk to school (Boys and Wingate)
roached by the "local pusher". This would

(14)

Student Question # 11

Do you think most teachers are able to handle drug situations in their classrooms?

a-No b-Yes c-Sometimes

Responses:

	Barton		Boys		Wingate			
	11th	12th	11th	12th	11-B	11-G	12-B	12-G
a-	57%	53%	59%	37%	52%	52%	68%	67%
b-	11%	11%	25%	7%	16%	2%	12%	6%
c-	32%	36%	16%	56%	32%	46%	20%	27%

Comments:

As previously believed and shown the majority of students responded that teachers are not fully equipped to deal with the drug situation in the classroom. The problem of dealing with drug abuse is complex especially for a teacher. It is obvious that teacher training in drug abuse is a must. While a teacher can not treat drug abuse in the classroom they should be able to know when a student is high, have knowledge in handling such situations and be familiar with the kinds of drugs most commonly used by teenagers.

Student Question # 12

Are the drug education programs in your school helpful to needed persons?

a-No b-Yes c-Sometimes

Responses:

	Barton		Boys		Wingate			
	11th	12th	11th	12th	11-B	11-G	12-B	12-G
a-	15%	31%	24%	25%	28%	24%	19%	20%
b-	39%	34%	32%	43%	32%	18%	30%	29%
c-	46	35%	44%	32%	40%	58%	51%	51%

Comments:

Even though the majority of students felt that drug education is effective it came mostly in the "sometimes" category. In interviews with students they seemed to have mixed feelings about the effectiveness of drug programs. At Wingate and Boys there many favorable comments about the Spark Team but many qualified their statements with " if a student doesn't want help the staff couldn't help him". The general feeling is that there is help but not sufficient to meet the problem.

Student Question # 13

In the last two years do you think the drug proble
has:

a-Increased b-Decreased c-Stayed about the same

Responses:

	Barton		Boys		
	11th	12thh	11th	12th	11-B
a-	25%	25%	29%	18%	28%
b-	26%	28%	53%	69%	50%
c-	49%	47%	18%	13%	22%

Comments:

Here we see that the schools where drug abus
previlient indicate the greatest reduction. At B
students feel the problem is just about the same.
to be a number of reasons for the feeling at Boys
First most students recognize that the Spark Team
great in-roads into the problem. At Barton the p
never been critical. They rarely if ever have an
dose of drugs) in school. At Boys and Wingate th
occurrence up until last year (1971-72).

Some students also feel that many of the old
drugs have left school. It should also be noted
at both schools has been increased considerably.

programs in your school helpful to needed

mes

Boys			Wingate			
11th	12th		11-B	11-G	12-B	12-G
24%	25%		28%	24%	19%	20%
32%	43%		32%	16%	30%	29%
34%	32%		40%	58%	51%	51%

jority of students felt that drug education
stly in the "sometimes" category. In
s they seemed to have mixed feelings about
ug programs. At Wingate and Boys there many
t the Spark Team but many qualified their
student doesn't want help the staff couldn't
feeling is that there is help but not
problem.

Student Question # 13

In the last two years do you think the drug problem in your school has:

a-Increased b-Decreased c-Stayed about the same

Responses:

	Barton		Boys		Wingate			
	11th	12thh	11th	12th	11-B	11-G	12-B	12-G
a-	25%	25%	29%	18%	28%	23%	22%	22%
b-	26%	28%	53%	69%	50%	56%	60%	58%
c-	49%	47%	18%	13%	22%	21%	18%	20%

Comments:

Here we see that the schools where drug abuse was most previlient indicate the greatest reduction. At Barton the students feel the problem is just about the same. There seems to be a number of reasons for the feeling at Boys and Wingate. First most students recognize that the Spark Teams have made great in-roads into the problem. At Barton the problem has never been critical. They rarely if ever have an O.D. (over dose of drugs) in school. At Boys and Wingate this was a common occurrence up until last year (1971-72).

Some students also feel that many of the older students who used drugs have left school. It should also be noted that the security at both schools has been increased considerably.

Student Question # 14

Does anyone in your family use drugs?

a-Yes b-Sometimes c-No

Responses:

	Barton		Boys		Wingate			
	11th	12th	11th	12th	11-B	11-G	12-B	12-G
a-	7%	8%	13%	9%	6%	11%	15%	10%
b-	7%	3%	18%	11%	3%	6%	7%	8%
c-	86%	89%	69%	80%	91%	83%	78%	82%

Comments:

In the opinion of the S.R.T. this question was not honestly answered by the students. As one member of the team stated, "According to the responses to this question no one in Brooklyn is on drugs or else one in Brooklyn is part of a family". Another factor that was considered is that most teenagers only see themselves as using drugs and don't picture adults or very young children as being involved in what they consider is their own thing.

Student Question # 15

Are you really concerned about drugs in your school

a-No b-Little concern c-Very much concered

Responses:

	Barton		Boys			
	11th	12th	11th	12th	11-B	1
a-	19%	16%	22%	27%	24%	1
b-	36%	32%	31%	49%	25%	3
c-	45%	52%	47%	24%	51%	4

Comments:

According to the responses to this question it
most students are not that much concerned (only a
very much concerned). This seems to reflect the f
society not become invloved with other persons prob
really doesn't come until it directly affects ones
family. This lack of cocern may also be due to th
teachers, administrators etc do not seem to relate
on their part for the drug problem.

17)

use drugs?

th	Boys 12th	11-B	Wingate 11-G	12-B	12-G
%	9%	6%	11%	15%	10%
%	11%	3%	6%	7%	8%
%	80%	91%	83%	78%	82%

B.R.T. this question was not honestly
As one member of the team stated, "Acc-
this question no one in Brooklyn is on
yn is part of a family". Another factor
most teenagers only see themselves
pture adults or very young children
hey consider is their own thing.

(18)

Student Question # 15

Are you really concerned about drugs in your school?

a-No b-Little concern c-Very much concered

Responses:

	Barton 11th	12th	Boys 11th	12th	11-B	Wingate 11-G	12-B	12-G
a-	19%	16%	22%	27%	24%	19%	24%	22%
b-	36%	32%	31%	49%	25%	35%	30%	44%
c-	45%	52%	47%	24%	51%	46%	46%	34%

Comments:

According to the responses to this question it is felt that most students are not that much concerned (only about 50% are very much concerned). This seems to reflect the feeling in our society not become inlvoved with other persons problems. Concern really doesn't come until it directly affects ones individual family. This lack of cocern may also be due to the fact that teachers, administrators etc do not seem to relate a concern on their part for the drug problem.

The next section of this report will deal with the [illegible] responses to our questionnaire. Teachers in each of the participating schools were administered the questionnaire anonymously, (as was the case in the student questionnaire). They were then interviewed to ascertain their reactions as to how they and other teachers responded to the various questions.

In presenting the results we will once again follow the format of the student questionnaire. Seventy teachers from each school were given questionnaries. The resultswere discussed with about twenty-five teachers from each school.

Teacher Questión # 1

How have you learned the most about drugs?

a-from students   b-from people in your own a
with problem in school   d-taking special cou
drugs

Responses:

	Barton	Boys
a-	7%	19%
b-	0	21%
c-	0	8%
d-	0	15%
e-	83%	37%

Comments:

The majority of the teachers indicate th
their knowledge about drugs by reading about
abuse is such a personal matter it seems to u
can prove more useful in learning about drugs
theraputic centers and participation in drug
jeut two suggestions.

It is interesting to note that at Boys a
the problem seems to be more accute more than
have learned about drugs from thier students
high percent response to "b" at Boys and Wing
to the fact that the average age of the teach
Barton. This is due to the large turn-over i
schools. Teachers who have been in the syste
to transfer to the "better" areas.

s report will deal with the [illegible]
re. Teachers in each of the participating
e questionnaire anonymously, (as was
tionnaire). They were then interviewed
as to how they and other teachers
stions.
ts we will once again follow the
onnaire. Seventy teachers from
ionnaries. The resultswere discussed
ers from each school.

Teacher Question # 1

How have you learned the most about drugs?

a-from students b-from people in your own age group c-dealing with problem in school d-taking special courses e-reading about drugs

Responses:

	Barton	Boys	Wingate
a-	7%	19%	14%
b-	0	21%	23%
c-	0	8%	10%
d-	0	15%	13%
e-	83%	37%	40%

Comments:

The majority of the teachers indicate that they obtained their knowledge about drugs by reading about it. Because drug abuse is such a personal matter it seems to us that other means can prove more useful in learning about drugs. Visits to theraputic centers and participation in drug workshops are jsut two suggestions.

It is interesting to note that at Boys and Wingate where the problem seems to be more accute more than twice the teachers have learned about drugs from thier students than at Barton. The high percent response to "b" at Boys and Wingate can be attributed to the fact that the average age of the teacher is lower than at Barton. This is due to the large turn-over in staff at these schools. Teachers who have been in the system have the opportunit to transfer to the "better" areas.

Teacher Question # 2

How would you rate your knowledge on drugs?

a-excellent b-good c-fair d-poor e-not sure

Responses:

	Barton	Boys	Wingate
a-	7%	9%	4%
b-	46%	54%	36%
c-	34%	33%	43%
d-	12%	3%	11%
e-	4%	3%	1%

Comments:

Even though the majority of teachers indicate that they have "good" knowledge about drugs the members of the team feel that teachers don't know enough about drugs. It seems that most teacher knowledge is book learning, while most students have "street knowledge" We feel that it is important to have both. Many teachers said that they had never seen the common drugs that have been sold on the city streets.

Teacher Question # 3

How much of a good influence do you feel drug educat
in your school have had on the students?

a-very much b-pretty much c-some d-little e-

Responses:

	Barton	Boys
a-	3%	6%
b-	22%	30%
c-	49%	50%
d-	15%	21%
e-	11%	3%

Comments:

In all three schools the percent figures seem t
The school drug education programs have some influen
students. Drug education is taught primarily in the
education classes in all schools in New York City.
requires that a unit be taught on narcotics and dang
to all students during their high school stay. How
unit is usually depends on the teacher and the mater
to him. The community and outside agencies have bee
used in drug education programs in the city. The po
has a Narcotics Speakers Bureau, most theraputic ce
send former addicts and members of their staff into
to talk about drugs.

knowledge on drugs?

-fair   d-poor   e-not sure

Boys	Wingate
9%	4%
54%	36%
33%	43%
3%	11%
3%	1%

ority of teachers indicate that they
out drugs the members of the team feel
enough about drugs. It seems that
s book learning, while most students
We feel that it is important to have
id that they had never seen the common
d on the city streets.

Teacher Question # 3

How much of a good influence do you feel drug education programs in your school have had on the students?

a-very much   b-pretty much   c-some   d-little   e-practically none

Responses:

	Barton	Boys	Wingate
a-	3%	6%	4%
b-	22%	30%	13%
c-	49%	50%	44%
d-	15%	21%	23%
e-	11%	3%	16%

Comments:

In all three schools the percent figures seem to agree. The school drug education programs have some influence on the students. Drug education is taught primarily in the health education classes in all schools in New York City. The state requires that a unit be taught on narcotics and dangerous drugs to all students during their high school stay. How effective the unit is usually depends on the teacher and the materials available to him. The community and outside agencies have been increasingly used in drug education programs in the city. The police department has a Narcotics Speakers Bureau, most theraputic centers will send former addicts and members of their staff into the schools to talk about drugs.

Teacher Question # 4

Which of the following is the one most important thing schools should do about the drug problem?

a-give students all the information on drugs that is now known
b-counsel students who use drugs
c-teach about the dangers of drug abuse
d-make sure no drugs are used or sold in school

Responses:

	Barton	Boys	Wingate
a-	30%	33%	26%
b-	7%	11%	24%
c-	43%	28%	22%
d-	20%	28%	28%

Comments:

The responses to this question do not give any clear cut opinion. It is interesting to note though that "b" has the least percent. Teachers seem to feel that students should be given information and told of the dangers. The fact that they feel that counseling is least important correlates with question number one where most teachers indicated that they learned about drugs from readingbooks on the subject. This might be the reason that many students feel teachers show little concern for the drug problem.

Teacher Question # 5

Do you specifically know of any drug users in yo

a-yes b-no c-not sure Ifyes, about how

Responses:

	Barton	Boys
a-	6%	48%
b-	70%	38%
c-	24%	14%

Comments:

The response to this question indicates tha students recognize that at Boys and Wingate ther number of students using drugs. It should be no teachers who answered yes, did not complete "if many"? Those that did complete this portion sta one or two. Another point that should be unders a student usually sees as many as eight teachers and administrative personnel. Therefore there i in these figures.

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Boys	Wingate
33%	26%
11%	24%
28%	22%
28%	28%

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Teacher Question # 5

Do you specifically know of any drug users in your school?

a-yes b-no c-not sure Ifyes, about how many__________

Responses:

	Barton	Boys	Wingate
a-	6%	48%	31%
b-	70%	38%	36%
c-	24%	14%	33%

Comments:

The response to this question indicates that both the teachers and students recognize that at Boys and Wingate there are a considerable number of students using drugs. It should be noted that most teachers who answered yes, did not complete "if yes, about how many"? Those that did complete this portion stated most often, one or two. Another point that should be understood is that a student usually sees as many as eight teachers a day plus counselors and administrative personnel. Therefore there is some duplication in these figures.

Teacher Question # 6

Have you ever had someone "high" in your class?

a-yes b-no c-unsure If yes, how often has this happened? ____

Responses:

	Barton	Boys	Wingate
a-	14%	56%	53%
b-	50%	14%	25%
c-	36%	30%	22%

Comments:

Once again our figures correlate with the student and previous teachers questions. Boys and Wingate show 56 and 53 percen "yes" and Barton 14 percent. The interesting statistic here is the percent for answer "c", 22 to 36 percent of the teachers are unsure of what a high really is. Because only a doctor or someone who is very experienced with persons that have gotten high there can be some doubts as to the validity of the high percent in "a". Many students have been known to be high in school but have never been detected on the other hand some students have faked being high just to get out of a particular class. It is the feeling of many students that most teachers are not able to detect a high unless the student acts-up.

Teacher Question # 7

Would you know how to handle a person who is "high"

a-yes b-no What would you do?________________

Responses:

	Barton	Boys
a-	61%	59%
b-	39%	41%

Comments:

Most of the teachers indicated that they would kno
a student who is high. Below you can see the comm
recorded for the section, "What would you do?". I
from the comments that each teacher has decided fo
to the correct procedue.

"send student to narcotics coordinator"

"If student's behavior does not disrupt the c
him to remain. Then talk with student after class
to drug coordinator. If behavior presents a probl
from class".

"It depends on the perons condition- quiet, u
If behavior allows it, I would refer her to guidan
making her feel guilty".

"Send to Dean's Office".

"Call administration and have student removed
or other suitable place".

From the above statements the S.H.T. feels th
need more training on how to handle such accute si
administration should also have some rules on how
are suspected of being high be handled.

STUDEN

"high" in your class?

If yes, how often has this happened? ____

Boys	Wingate
56%	53%
14%	25%
30%	22%

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high unless the student acts-up.

Teacher Question # 7

Would you know how to handle a person who is "high"?

a-yes b-no What would you do?____________________

Responses:

	Barton	Boys	Wingate
a-	61%	59%	62%
b-	39%	41%	38%

Comments:

Most of the teachers indicated that they would know how to handle a student who is high. Below you can see the comments that teachers recorded for the section, "What would you do?". It is obvious from the comments that each teacher has decided for himself as to the correct procedue.

"send student to narcotics coordinator"

"If student's behavior does not disrupt the class, allow him to remain. Then talk with student after class and refer to drug coordinator. If behavior presents a problem, remove from class".

"It depends on the perons condition- quiet, uncontrollable,etc. If behavior allows it, I would refer her to guidance without making her feel guilty".

"Send to Dean's Office".

"Call administration and have student removed to infirmary or other suitable place".

From the above statements the S.R.T. feels that teachers need more training on how to handle such acoute situations. The administration should also have some rules on how students who are suspected of being high be handled.

Teacher Question # 8

Have you had any course of study in drug education?

a-yes b-no If yes, where?_______________

Responses:

	Barton	Boys	Wingate
a-	17%	41%	34%
b-	83%	59%	66%

Comments:

The figures for this question clearly show that teachers have not generally taken courses in drug education. Those that have taken courses indicate that they were college courses or part of college courses. Some years ago in order to get your teaching license a person had to have a completed first aid course It seems apparent that this requiremnt should be instituited for drug education.

Teacher Question # 9

Do you feel it is necessary for teachers to kno

a-yes b-no c-not sure

Responses:

	Barton	Boys
a-	90%	95%
b-	0	3%
c-	10%	2%

Comments:

The responses here clearly show that teach

that they need to know more about drugs. What

that teachers do not relaize that book knowledg

is not enough. Teachers need a better understa

reasons why students deal in drugs. We are not

courses that are now given focus on this point.

tudy in drug education?

e?________________

Boys	Wingate
41%	34%
59%	66%

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Teacher Question # 9

Do you feel it is necessary for teachers to know these things?

a-yes b-no c-not sure

Responses:

	Barton	Boys	Wingate
a-	90%	95%	95%
b-	0	3%	5%
c-	10%	2%	0

Comments:

The responses here clearly show that teachers are aware that they need to know more about drugs. What we believe is that teachers do not relaize that book knowledge about drugs is not enough. Teachers need a better understanding as to the reasons why students deal in drugs. We are not sure that these courses that are now given focus on this point.

Teacher Question # 10

Do you know of any drug education or counseling programs in your school?

a-yes b-no If yes, what are these programs and what do they do?

Responses:

	Barton	Boys	Wingate
a-	100%	89%	93%
b-	0	11%	7%

Comments:

It is apparent that almost all the teachers are aware of drug education programs in their schools. However when they were interviewed and from their responses "If yes, what are these programs and what do they do"? we realized that most of them were referring to the health education classes and the guidance staff. Most teachers were not clear as to the function of the D.E.S. or the Spark Team in their school. Few had visited any special drug programs in the school even though they admitted they had been invited.

Teacher Question # 11

Have you ever referred anyone to these programs fo

a-yes b-no If yes, about how many referrals h

Responses:

	Barton	Boys
a-	31%	51%
b-	69%	49%

Comments:

In response to this question we find that a m

teachers have not referred students to any school

At Barton the "a" response is quite low which woul

correlate with past questions. Teachers that have

students state that it has only been a very few, a

three in most cases. If we accept the student fig

drug abuse in their schools then the number of ref

by teachers is quite low.

STUDENTS

ication or counseling programs

t are these programs and what do they do?

Boys	Wingate
89%	93%
11%	7%

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eachers were not clear as to the
he Spark Team in their school. Few
programs in the school even though
invited.

Teacher Question # 11

Have you ever referred anyone to these programs for help?

a-yes b-no If yes, about how many referrals have you made?

Responses:

	Barton	Boys	Wingate
a-	31%	51%	49%
b-	69%	49%	51%

Comments:

In response to this question we find that a majority of the teachers have not referred students to any school drug program. At Barton the "a" response is quite low which would tend to correlate with past questions. Teachers that have referred students state that it has only been a very few, about one to three in most cases. If we accept the student figures concerning drug abuse in their schools then the number of referrals made by teachers is quite low.

Teacher Question # 12

If you have not referred students to drug programs in your school, why not?

a-no program exists   b-you weren't fully aware of the programs
c- you feel you can better handle the situation yourself?

Responses:

	Barton	Boys	Wingate
a-	0	3%	33%
b-	100%	79%	47%
c-	0	18%	20%

Comments:

The figures for each school show a dramatic difference. At Wingate, one-third of the teachers claim they did not know a program exists. However in question # 10 they respond 93% that they know there is drug education and counseling. Perhaps a better answer for this group would have been "b". It appears that both the D.E.S. and Spark personnel must spend more time in publicity so that the teachers become aware of their programs.

Teacher Question # 13

During the last two years do you feel that drug
school has:

a-increased   b-decreased   c-stayed about the

Responses:

	Barton	Boys
a-	18%	22%
b-	20%	49%
c-	62%	29%

Comments:

In responses to this question we can see a
to the same question that was asked of the stud
Boys and Wingate the teachers were in the major
drug use had dropped in their school. The girl
well as the teachers feel it has remained about
positive aspect of this question is that most
there was any increase in the use of drugs.

In interviews with teachers many attribute
in drugs to Spark and other similar school prog
others felt that drugs were loosing its popular
young people.

12

rred students to drug programs in your school,

b-you weren't fully aware of the programs
better handle the situation yourself?

Boys	Wingate
3%	33%
79%	47%
18%	20%

each school show a dramatic difference.
d of the teachers claim they did not know
owever in question # 10 they respond 93%
is drug education and counseling. Perhaps
this group would have been"b". It appears
and Spark personnel must spend more time
the teachers become aware of their programs.

NCIL

Teacher Question # 13

During the last two years do you feel that drug use in your school has:

a-increased b-decreased c-stayed about the same

Responses:

	Barton	Boys	Wingate
a-	18%	22%	29%
b-	20%	49%	42%
c-	62%	29%	29%

Comments:

In responses to this question we can see a definite correlation to the same question that was asked of the students (#13). At Boys and Wingate the teachers were in the majority that felt drug use had dropped in their school. The girls at Barton as well as the teachers feel it has remained about the same. The positive aspect of this question is that most did not feel there was any increase in the use of drugs.

In interviews with teachers many attributed the drop in drugs to Spark and other similar school programs. Still others felt that drugs were loosing it's popularity with young people.

Teacher Question # 14

Do you feel that teachers should be required to take a course in drug education?

a-yes b-no c- unsure

Responses:

	Barton	Boys	Wingate
a-	57%	67%	61%
b-	22%	23%	25%
c-	21%	10%	14%

Comments:

The majority of the teachers are aware that they need more drug education. Some go out on their own seeking courses. In each of the schools the Spark Team and the D.E.S. provide Drug Education Workshops for teachers. However since these workshop are not accredited many teachers who normally would take them do not. It should be noted that teachers in New York City High Schools are required to have a Masters Degree or it"s equivilient. They may teach while they are working toward the degree, hence they are reluctant to take any course unless it can be credited towards the degree.

Teacher Question # 15

What do you feel has been the most effective in
drug abuse among students?

(Rate in order of effectiveness:1,2,3,4) 1= Most
4=Least Effective

a-drug programs like SPARK b-security guards i
c-elimination of overage studants d-kids seein
come to no

Responses:

	Barton	Boys
a-	20%	55%
b-	30%	11%
c-	40%	19%
d-	10%	15%

Comments:

The statistical approach used for this quest
percent each item was ranked first. For example
Barton teachers ranked"a" first, 30% ranked "b"

Only at Boys did the teachers choose a clea
Spark, 55%. At Wingate it was evenly divded bet
"no good end". At Barton no item had any signif
We tried to find reasons for the above figures i
but could not come up with anything that would e
differences at the schools.

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Boys	Wingate
57%	61%
23%	25%
10%	14%

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Teacher Question # 15

What do you feel has been the most effective in preventing more drug abuse among students?

(Rate in order of effectiveness:1,2,3,4) 1= Most Effective 4=Least Effective

a-drug programs like SPARK b-security guards in the schools
c-elimination of overage students d-kids seeing that drug users come to no good end

Responses:

	Barton	Boys	Wingate
a-	20%	55%	40%
b-	30%	11%	13%
c-	40%	19%	5%
d-	10%	15%	42%

Comments:

The statistical approach used for this question was the percent each item was ranked first. For example 20% of the Barton teachers ranked"a" first, 30% ranked "b" first etc.

Only at Boys did the teachers choose a clear cut selection, Spark, 55%. At Wingate it was evenly divded between Spark and "no good end". At Barton no item had any signifcant percent. We tried to find reasons for the above figures in our interviews but could not come up with anything that would explain the differences at the schools.

Teacher Question # 16

How do you feel the administration deals with the drug problem?

a-to a great extent b-shows concern c-shows little concern

Responses:

	Barton	Boys	Wingate
a-	17%	19%	7%
b-	79%	69%	61%
c-	4%	12%	32%

Comments:

The response to this question is very similar to the student response to student question # 1. The teachers indicate that the administration shows concern and rates them about 69% overall. The student figure is 47%. If you take into account that the students had four choices while the teachers only three the two figures are not that far apart. At Barton and Boys both teacher and student figures are similar in the "to a great extent" category, they both run about 20%. At Wingate again there is a correlation between student and teachers in answer to "little concern", 32% and 35%.

Teacher Question # 17

Do you have any suggestions for new measures or
on existing programs to handle the drug problem

Here are some typical comments made by the teach

1- I do not think that exposure to addict
I feel more information on pushers and drug dan
more helpful. Example:
Show how life can be ruined.
How you might die.
How you might go to jail.
How you will hurt your family.

2- Improve existing attitudes.

3- Not unless scheduled lessons in health
are improved.

4- Hang all drug pushers. (Public executi

5- Not personally involved in program and
in a position to comment on others work.

6- More assemblies on drugs.

7- The inclusion in the curriculum of all
subject classes (Social Studies, Science, Econ
of various aspects of the drug problem, especai
logical aspects.

8- Forcing all teachers to have drug educ

9- More relations with organizations of

10- Good topic for group discussion.

S.R.T. Comments on Above:

From the viewpoint of our team the only wo
be found above statements is number 7. This te
have a feeling for the drug problem. He (or sh
it is just not an academic problem that can be
single class. We hope that more teachers will
in combating the problem.

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ows concern   c-shows little concern

Boys	Wingate
19%	7%
69%	61%
12%	32%

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are not that far apart. At Morton
student figures are similar in the
ry, they both run about 20%. At
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ern", 32% and 35%.

Teacher Question # 17

Do you have any suggestions for new measures or imporvements on existing programs to handle the drug problem?

Here are some typical comments made by the teachers:

1- I do not think that exposure to addicts is beneficial. I feel more information on pushers and drug dangers would be more helpful. Example:
Show how life can be ruined.
How you might die.
How you might go to jail.
How you will hurt your family.

2- Improve existing attitudes.

3- Not unless scheduled lessons in health and science are improved.

4- Hang all drug pushers. (Public executions)

5- Not personally involved in program and therefore not in a position to comment on others work.

6- More assemblies on drugs.

7- The inclusion in the curriculum of all appropriate subject classes (Social Studies, Science, Economics, Health, etc) of various aspects of the drug problem, especailly the psychological aspects.

8- Forcing all teachers to have drug education.

9- More relations with organizations of ex-addicts.

10- Good topic for group discussion.

S.R.T. Comments on Above:

From the viewpoint of our team the only worthwhile comment be found above statements is number 7. This teacher seems to have a feeling for the drug problem. He (or she) understands it is just not an academic problem that can be taught in a single class. We hope that more teachers will think this way in combating the problem.

Administrator's Questionnaire:

In each school five administrators were given our questionnaire. After they returned the questionnaire we interviewed them. We will present each question and some typical responses. Again it will be followed by our comments.

Question # 1

How do you size up the drug problem?

1- Terrible problem, must be solved by whole social system.
2- I think it is very serious but not so great in school.
3- I really don't know enough about it.
4- Seriously affects our high school youngsters.

Comments:

Most administrators see the drug problem as a very serious one. They are not sure as how to handle it and say they need more help from outside the school. They all seemed to be earnestly concerned. When questioned about the teacher and students feelings about their concern they felt it was a lack of communication that the former did realize their concern.

Question # 2

Do you feel, personally, that the problem is increasing or decreasing

1-Drugs in general (alcohol, etc) may be increasing, but hard drugs seem to be decreasing.
2-Decreasing, this is a feeling not a fact.
3-Seems to be decreasing in this school as evidenced by my observation.

Comments:

Again we find a correlation between all three groups. Each feels that the use of drugs in the schools is decreasing. No one seems to be able to pin point the reason, it is the teams feeling that programs such as Spark has done much to help.

Question # 3

What are the procedures when one is caught with d

1-The police are called.
2-Arrest-Court hearing-release.
3-Call Spark or the dean.
4-Don't know porcedure.

Comments:

Most administrators would send student to th Spark. Some would seek immediate arrest. In re we see the frustrations of many people in dealin drug probelm. They feel that the courts just do situation properly. In general if a student is c in school he is arrested. If found with drugs f he would be referred for assistance to Spark or

Question # 4

What is done about known drug users?

1-Referral to counselor or Spark.
2-Counseling by D.S.S.
3-Keep a close watch and encourge student t
4-They are encourage to seek treatment.

Comments:

Most of the administrators stated that they the user to the D.S.S., Spark or their counselor that the person should seek help and they would student to do so.

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Question # 3

What are the procedures when one is caught with drugs?

1-The police are called.
2-Arrest-Court hearing-release.
3-Call Spark or the dean.
4-Don't know porcedure.

Comments:

Most administrators would send student to the dean or Spark. Some would seek immediate arrest. In response number two we see the frustrations of many people in dealing with the drug probelm. They feel that the courts just don't handle the situation properly. In general if a student is caught pushing in school he is arrested. If found with drugs for his own use he would be referred for assistance to Spark or the D.E.S..

Question # 4

What is done about known drug users?

1-Referral to counselor or Spark.
2-Counseling by D.E.S.
3-Keep a close watch and encourage student to seek help.
4-They are encourage to seek treatment.

Comments:

Most of the administrators stated that they would refer the user to the D.E.S., Spark or their counselor. All agree that the person should seek help and they would encourage the student to do so.

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Question # 5

What are the present security measures for handling drug problems in the school? Do you feel these meaures are adequate?

1-Our school lacks sufficient security devices.
2-I don't think many exist. In any case they are inadequate.
3-May be apprehended by security guards, then counseled by the Spark Team.

Comments:

Most of the administrators are not satisfied with the security system they now have in their school. They claim they need more guards and better supervision of halls, stairways and doors.

Question # 6

Do you feel the Board of Education is helping you or is tying your hands in handling the problem?

1-Society in general has established rules which are ineffective for dealing with the problem.
2-Trying to help.
3-The Board is trying to help by providing time for the D.S.S.

Comments:

Based upon interviews we feel that the administrators believe that the Board of Education trying to help. Because it is such a complex problem there are so many other city agencies that have to lend a hand. The Board is not abel to handle the problem by itself. As indicated in response number one above, this is a problem for the entire society to deal with.

Question # 7

How would you personally handle the drug problem

1-I think that I would imitate the procedur
2-Let the federal and city governments comb
united attempt to solve the problem.
3-More counseling and community services.
4-Refer students to authorities who treat d
as an illness.

Comments:

We believe that the key answer above is the

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e entire society to deal with.

Question # 7

How would you personally handle the drug problem?

1-I think that I would imitate the procedure used in England.
2-Let the federal and city governments combine is a massive united attempt to solve the problem.
3-More counseling and community services.
4-Refer students to authorities who treat drug abuse as an illness.

Comments:

We believe that the key answer above is the one which indicate that the whole society must become involved in fighting the drug problem. Partial solutions will not do the job, an all out effort by every segment of society is necessary to do the job

CONCLUSION:

A great many conclusions can be drawn from the responses we received from our fellow students, teachers adn administrators of our schools. The most important one seems to be is that people care. The problem is that no one seems able to give direction to the solution. Some feel that drug education is the answer but in a recent report of the monthly newsletter "Addiction and Drug Abuse Report", May 1972 they state that, "show school children what drugs are like and perhaps they would refrain from abusing them. It has not worked out quite like that." There is much more written that goes along with theory.

We as a people have always believed that education could solve most of our prolems. The teachers response is a good example. They indicate they have a good knowledge of drugs but most of them have not delt with the problem directly. They have book knowledge but no practical experience. Some don't know what a "joint"is or how heroin is packed. We believe that in todays society we must get away from strictly the book and do more education in the practical areas. Things must be delt with on a more human level.

Our society is in a state of flux, constently changing. In the book, "The Drug Scene" Dr. Louria states that since world war two we have come an extraordinarly permissive society. This seems to be especailly true in the schools. Things are going on in our schools today that never happened before, and drugs is only one of the symptoms.

Because of the change in society teaching must adapt new methods. It seems to us one approach to the problem is that teachers and administrtors must become more personally involved

with their students.

Because of the permissivness of our society
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and teachers especially in the area of drug abuse
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Because of the permissivness of our society the S.R.T. feels that schools should establish guidelines for both students and teachers especially in the area of drug abuse. We feel that more direction must be given to the student in school. Most students do not know where they stand because no definite rules concerning drugs have been given to them. To adults this might seem foolish but young people think that if there are not reasonable rules.that adults are not concerned about what they do.

Another problem in drug education is the conflicting literature and laws. In Milbauer and Leinward's book "Drugs" they state that the laws in states vary so that a person using drugs in one state is a criminal and mentally ill in another state.

There are so many other changes in our socity that have contributed to the drug problem they are just to numerous to mention.

Our simple and concise recommendation to a very complex problem is that society and especially the schools develop a more personal and humanistic approach to all our problems. The school is not able to sovle all the problems of society but it should be a leader in helping to work towards that goal.

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El Paso, Texas

Drug Education by the People

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El Paso, Texas

Drug Education by the People

In the report of the Chicanos Unidos of El Paso, Texas, there is a kind of merging of many of the themes found in previous reports. The emphasis of the Chicanos Unidos was on a social-problem approach to drugs, comparable to the approach recommended by the students from Madison. There is also a strong orientation toward personal involvement, or what the Brooklyn students called "the human factor." But the Chicanos Unidos went one step further than the other groups by attempting a wide-scale application of their own recommendations. Within their own community, the Chicanos Unidos instituted a practical application of their drug principles, and achieved rather impressive results, according to their own report.

Other distinctive features of the Chicanos Unidos project should be pointed out as well. Unlike any of the preceding research groups, the Chicanos Unidos were not primarily concerned with investigating school drug education programs. Instead, they were investigating a community drug problem. Therefore, their focus was not on the schools, but on the community-at-large. In addition, the Chicanos Unidos were the only group in the HSSP to investigate only one kind of drug abuse. Whereas the other eight groups dealt with general drug abuse, the Chicanos Unidos elected to direct their attention to the phenomenon of paint and glue sniffing.

The problem before the Chicanos Unidos was obvious widespread paint and glue sniffing among 12- to 18-year-olds in their community. So far as the Chicanos Unidos had observed, an existing city ordinance prohibiting the sale of inhalants to minors was not being enforced. And furthermore, sniffing spray and glue appeared to be a frequent cause of neighborhood violence.

Therefore, the Chicanos Unidos established the following goals for themselves: (1) to investigate the extent of spray and glue sniffing in their Ysleta area of El Paso; (2) to investigate the extent of the merchants' violation of relevant city ordinances; (3) to investigate the extent to which sniffing caused neighborhood violence; (4) to find the means for deterring sniffing; and (5) to inform the community of their findings.

Their methodology included the conducting of a survey at three high schools in Ysleta, in which 1,176 students were surveyed.

Interviews were also held at the El Paso County Jail, at Juvenile Court, and at various other drug control agencies. Along with the data from their own survey, the Chicanos Unidos included the data from a survey performed earlier by the Juvenile Court.

Among other things, this research produced some astounding statistics. Between one- and two-thirds of all junior and senior high school aged youth in Ysleta had reportedly used spray or glue. The majority of those who had used spray or glue were Mexican-American males under the age of seventeen. Another conclusion drawn from the research was that young people who were sniffing volatile substances did in fact directly contribute to neighborhood violence. Yet absolutely nothing was done to curb the illegal sale of inhalants. As for all ongoing drug education efforts, there was universal dissatisfaction with them, even among school administrators.

Four major categories of recommendations were made by the Chicanos Unidos. First, they recommended that the community provide its youth with *alternative activities.* They were particularly anxious to see the community provide recreation facilities, community service programs, and jobs for youth. Their second recommendation was that the community wage an all-out *educational campaign* against sniffing volatile substances. In this regard, the Chicanos Unidos suggested that informative material against spray and glue sniffing be distributed to parents and youngsters, that the schools increase their emphasis on drug education, and that local businessmen participate actively in the campaign.

The third category of recommendations concerned the *legal aspects* of the problem. The Chicanos Unidos suggested t police and the courts enforce the existing ordinances inhalant sales to minors, and that legislators amend ordinances to include individuals between the ages of 17 They also recommended that the quality of juvenile jus improved—and in this regard, they spoke both of the pro juvenile justice and of the facility for it.

The fourth and final category was *international.* The C Unidos encouraged cooperation between Mexican and A authorities in order to reduce the traffic in inhalants.

DAC believes that so formidable a list of specific recom tions could be of great service, both to the city of El Paso the field of drug abuse research. It seriously urges tha recommendations not be allowed to gather dust, but be a in some worthwhile fashion to help curb the spread o abuse. As mentioned earlier, the Chicanos Unidos the applied some of their own recommendations for com action.

They designed, printed, and distributed informative pa advising against the inhaling of spray or glue. They prin distributed anti-sniffing bumper stickers. They prepared presentation for local availability. They contacted retai selling glue and spray paints. What was the result of personal involvement and community activity? The C Unidos reported a noticeable decrease in the use of spray a during their weeks of activity, as well as mounting peer pre the neighborhood which appeared to be diverting young away from sniffing.

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A STUDY OF GLUE AND SPRAY SNIFFING IN YSLETA

A report prepared by the Chicanos
Unidos of Ysleta

February 15,1973

A. THE SNIFFER

GLUE AND SPRAY SNIFFING
IN YSLETA

repared by the Chicanos
dos of Ysleta

ruary 15,1973

A. THE SNIFFER

1. The extent of spray and glue use.

In order to determine the extent of glue and spray use by young people, the Chicanos Unidos gathered two sets of statistical data. The first set is the result of questionnaires (see Appendix A) administered to students in three schools in the Ysleta area. The Chicanos Unidos work with students from these schools and are more familiar with the policies, personnel, and pupils. It was felt that the most accurate data could be gathered at these schools.

The second set of data comes from other agencies and individuals concerned with this problem in other parts of El Paso. It is not as complete as that gathered by the Chicanos Unidos, but does help to give some idea of the extent of the problem.

The Chicanos Unidos gathered data from the following institutions:

Ysleta High School--ninth grade;
Ysleta Grade School--seventh and eighth grades;
South Loop Grade School--seventh and eighth grades.

Statistics from other sources in the city came from:

El Paso County Jail;
The Court of Domestic Relations (juvenile court);
Other interested agencies.

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Taken together, these two sets of dat
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3) Sex of Sniffer: Of the sniffers, 72% w

4) Ethnic Breakdown: Mexican-American: 78
Anglo : 20
Indian : 1
Black : 1

5) Age: The average age at which paint or
tried was 12.8 years.

6) Familial Characteristics: Both parent
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Just father
No parents

7) Pattern of Usage: Multiple responses
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Taken together, these two sets of data should provide the interested researcher with all the data needed to make some generalizations about spray and glue sniffing in El Paso. The data can also provide us with a basis from which recommendations can be made that might be useful in the on-going fight against this most difficult problem.

The data gathered by the Chicanos Unidos follows.

1) Population: A total of 1176 subjects in three schools were surveyed.

2) Rate of Incidence: Of the subjects surveyed, 88 indicated they had sniffed spray or glue at least once. This is 7.4% of the total. Of those who indicated they had used these materials, 45% continue to do so.

3) Sex of Sniffer: Of the sniffers, 72% were male and 28% female.

4) Ethnic Breakdown: Mexican-American: 78%
Anglo : 20%
Indian : 1%
Black : 1%

5) Age: The average age at which paint or glue was first tried was 12.8 years.

6) Familial Characteristics: Both parents living at home: 75%
Just mother living at home : 19%
Just father living at home : 3%
No parents living at home : 3%

7) Pattern of Usage: Multiple responses indicate that sniffing is done in many places and on many different occasions. The greatest number of responses were in the "with friends" and "in the parks" categories.

8) Ingestion of Other Drugs by Sniffers: Marijuana: 58% of the admitted sniffers also use it.
Heroin: 12.5% of the admitted sniffers also use it.
Alcohol: 62% of the admitted sniffers also use it.
Pills: 36% of the admitted sniffers also use them.

9) Geographical Pattern: Of the users, 69% knew of others in their neighborhood who engaged in sniffing spray or glue.

10) Friendship Pattern: Of the users, 75% had friends who engaged in spray or glue sniffing.

11) Time Pattern: Of the users, 39% have been sniffing for more than a year. Another 39% indicated they have been sniffing for less than a year. The remainder did not list any time period.

12) Pattern of Female Usage: Of the users, 71% said they had seen girls sniff spray and/or glue.

13) Pattern of Detection: Of the users, 30% had been detected at least once.

14) Pattern of Apprehension: Those who have been caught have been apprehended by:
The police: 25%
Teachers or school staff: 10%
Parents: 24%
Others: 25%
The remainder have never been apprehended.

The following data come from a survey undertaken by the judge of the Court of Domestic Relations. The survey was done in the schools of the El Paso Independent School District which

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is separate from the Ysleta Independent Sch
The latter is the school district where the
in which the Chicanos Unidos did their surv

1) Population: There were 27 schools and 55

2) Rate of Incidence: Of the subject survey
they were sniffers.
total.

3) Sex of Sniffer: Of the users, 71% were m

4) Ethnic Breakdown: Mexican-American: 57%
Anglo : 35%
Negro : 3%
Oriental : 5%

5) Age: The average age of the sniffer was

The following data was obtained from E
law enforcement authorities. The number of
or detained for glue or spray sniffing in r
follows:

Year	Agency	Total Number
1970	all	136
1971	City Police Dept.	396
1971	County Sheriff	9
1971	County Probation	15
1972	all	128

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The remainder have never been apprehended.

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ic Relations. The survey was done

Independent School District which

is separate from the Ysleta Independent School District. The latter is the school district where the three schools in which the Chicanos Unidos did their survey are located.

1) Population: There were 27 schools and 5593 students surveyed.

2) Rate of Incidence: Of the subject surveyed, 692 indicated they were sniffers. This is 12.4% of the total.

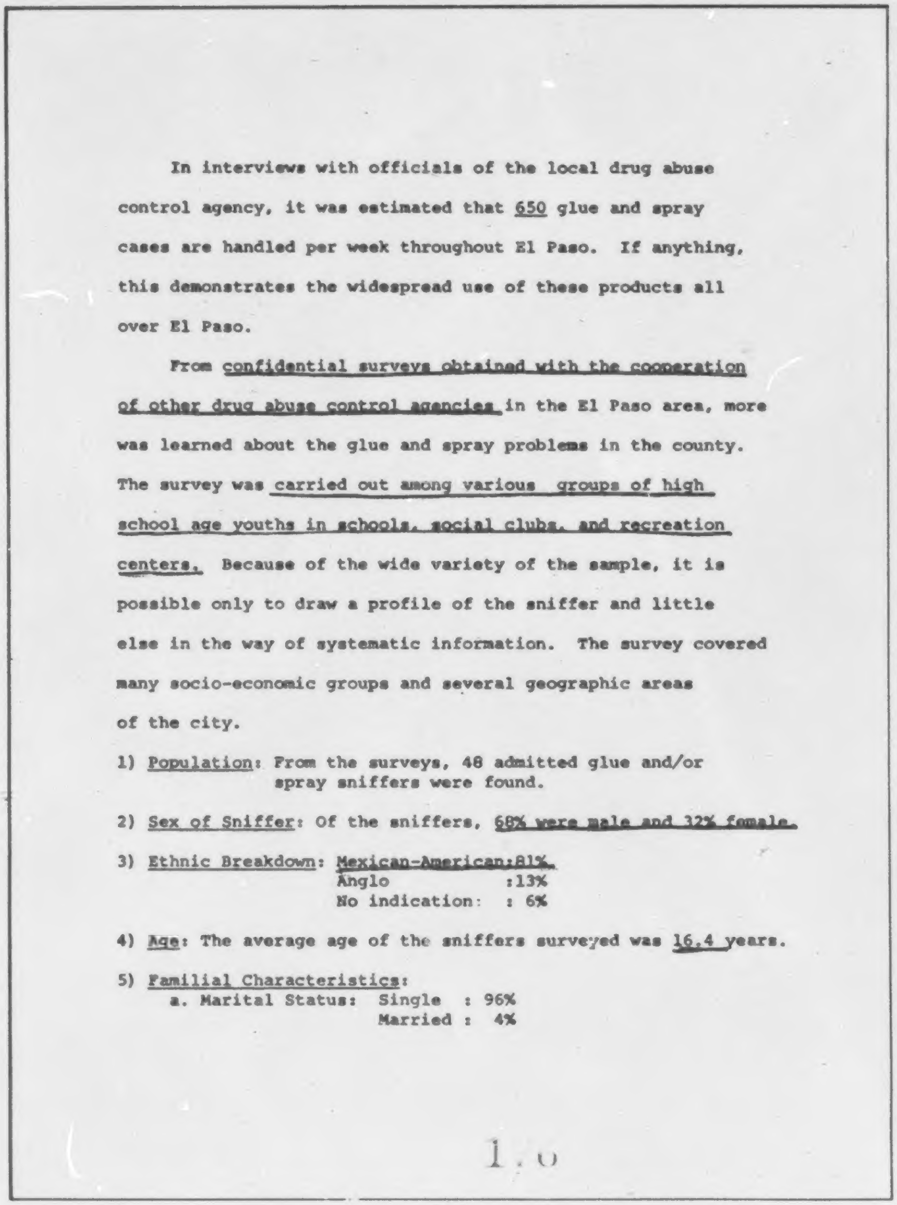
3) Sex of Sniffer: Of the users, 71% were male and 29% female.

4) Ethnic Breakdown: Mexican-American: 57%
Anglo : 35%
Negro : 3%
Oriental : 5%

5) Age: The average age of the sniffer was found to be 13.6 years.

The following data was obtained from El Paso County law enforcement authorities. The number of people arrested or detained for glue or spray sniffing in recent years is as follows:

Year	Agency	Total Number	Ethnic Breakdown
1970	all	136	90% were Mexican-American males.
1971	City Police Dept.	396	89% were Mexican-American males.
1971	County Sheriff	9	Seven were Mexican-American males.
1971	County Probation	15	All were Mexican-American males
1972	all	128	not available



In interviews with officials of the local drug abuse control agency, it was estimated that 650 glue and spray cases are handled per week throughout El Paso. If anything, this demonstrates the widespread use of these products all over El Paso.

From confidential surveys obtained with the cooperation of other drug abuse control agencies in the El Paso area, more was learned about the glue and spray problems in the county. The survey was carried out among various groups of high school age youths in schools, social clubs, and recreation centers. Because of the wide variety of the sample, it is possible only to draw a profile of the sniffer and little else in the way of systematic information. The survey covered many socio-economic groups and several geographic areas of the city.

1) Population: From the surveys, 48 admitted glue and/or spray sniffers were found.

2) Sex of Sniffer: Of the sniffers, 68% were male and 32% female.

3) Ethnic Breakdown: Mexican-American: 81%
Anglo : 13%
No indication: : 6%

4) Age: The average age of the sniffers surveyed was 16.4 years.

5) Familial Characteristics:
a. Marital Status: Single : 96%
Married : 4%

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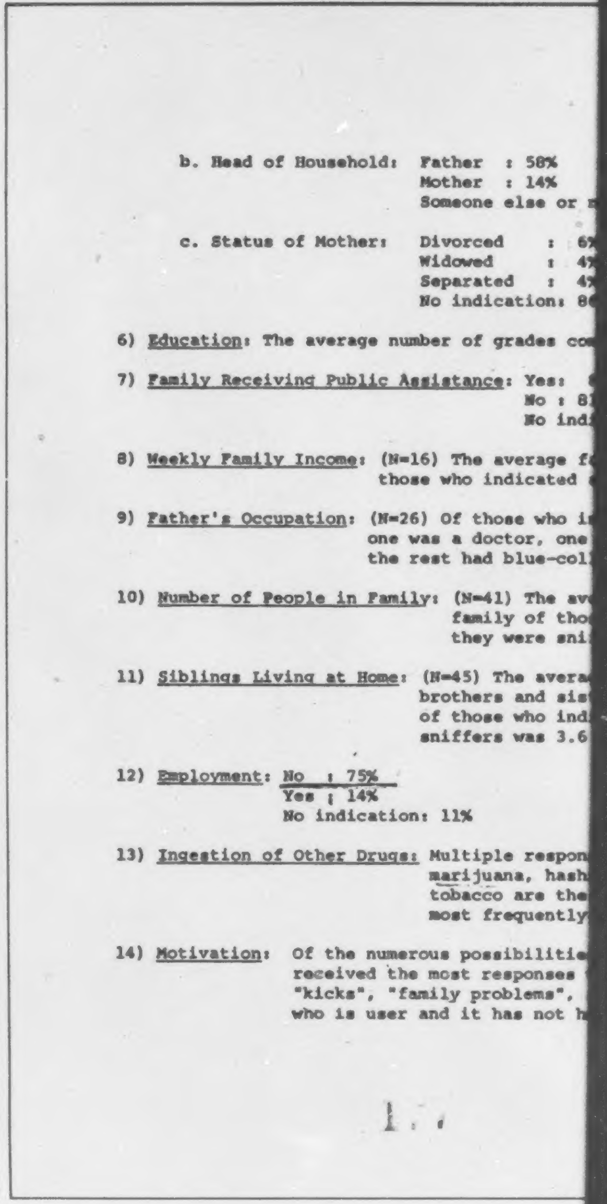

b. Head of Household: Father : 58%
Mother : 14%
Someone else or

c. Status of Mother: Divorced : 6
Widowed : 4
Separated : 4
No indication: 8

6) Education: The average number of grades co

7) Family Receiving Public Assistance: Yes:
No : 8
No ind

8) Weekly Family Income: (N=16) The average f
those who indicated

9) Father's Occupation: (N=26) Of those who i
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the rest had blue-col

10) Number of People in Family: (N=41) The av
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11) Siblings Living at Home: (N=45) The avera
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of those who ind
sniffers was 3.6

12) Employment: No : 75%
Yes : 14%
No indication: 11%

13) Ingestion of Other Drugs: Multiple respon
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14) Motivation: Of the numerous possibilitie
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Single : 96%
Married : 4%

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b. Head of Household: Father : 58%
Mother : 14%
Someone else or no indication: 28%

c. Status of Mother: Divorced : 6%
Widowed : 4%
Separated : 4%
No indication: 86%

6) Education: The average number of grades completed was 9.9.

7) Family Receiving Public Assistance: Yes: 8%
No : 81%
No indication: 11%

8) Weekly Family Income: (N=16) The average family income for those who indicated any was $175 per week.

9) Father's Occupation: (N=26) Of those who indicated anything, one was a doctor, one was a manager, and the rest had blue-collar, lower-class jobs.

10) Number of People in Family: (N=41) The average size of the family of those who indicated they were sniffers was 6.5 people.

11) Siblings Living at Home: (N=45) The average number of brothers and sisters living at home of those who indicated they were sniffers was 3.6 people.

12) Employment: No : 75%
Yes ; 14%
No indication: 11%

13) Ingestion of Other Drugs: Multiple responses indicate that marijuana, hashish, alcohol, and tobacco are the other drugs used most frequently by sniffers.

14) Motivation: Of the numerous possibilities, the reasons that received the most responses were "curious", "kicks", "family problems", and "know someone who is user and it has not hurt him."

Members of the drug abuse research team conducted interviews with officials of various drug abuse agencies and half-way houses. Very little information was gathered from these interviews because of the small amount of work done on glue and spray sniffing. Most of these agencies are involved in other areas in the fight against drugs. These agencies do come in contact with sniffers but do not counsel them or offer to help in great numbers.

2. How aerosols are made readily accessible.

Various types of glue and spray are readily available in different types of stores. These stores include dime stores, department stores, chain-operated variety stores, hardware and lumber stores, auto parts stores, several drug stores, and even at some food stores. Apparently, there is quite a demand for aerosols, whether or not they are to be used properly.

In the El Paso area, an ordinance was recently passed that prohibits the sale of aerosols to persons under the age of seventeen. It is true that the ordinance keeps a number of sniffers away from spray, but sniffers usually have contacts or friends who are old enough to buy spray. If a

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sniffer cannot contact a friend, it is likely
try to steal a can or two from a merchant.

Experienced sniffers are very particular
type of spray they want. Sniffers avoid buyi
that will paint or color their hands or lips.
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various aerosols. This has been done in orde
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The price of spray aerosols is very low.
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many of the spray sniffers are drop-outs and
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to raise the money necessary to buy the spray
location on the international border makes it
sniffers to obtain extremely cheap and highly
lacquer at Mexican body shops. By purchasing
in Mexico, the buyers are not violating any l
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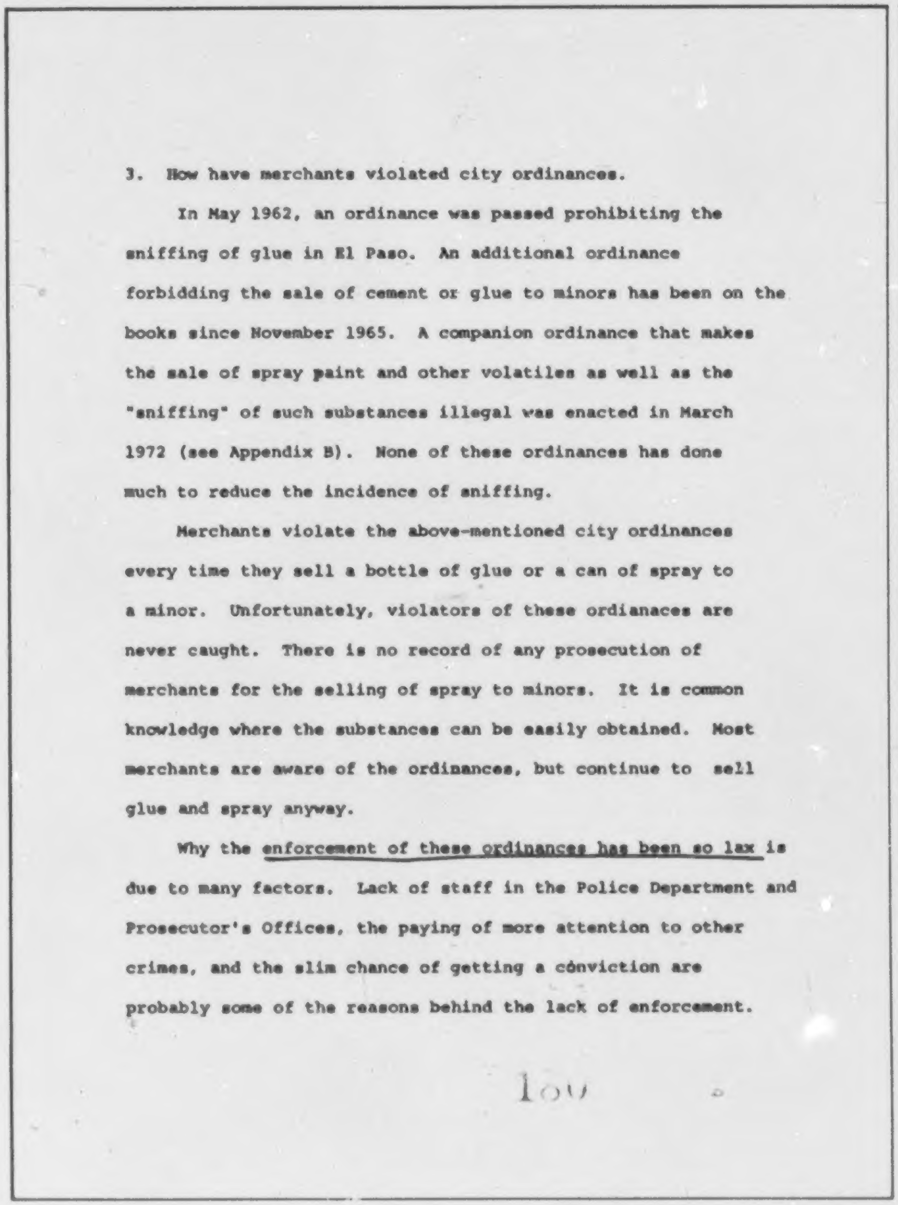
Experienced sniffers are very particular about the type of spray they want. Sniffers avoid buying aerosols that will paint or color their hands or lips. In recent years, manufacturers have begun to add an unpleasant odor to the various aerosols. This has been done in order to make sniffing an unpleasant experience.

The price of spray aerosols is very low. Prices run from about 75¢ to $2.00 depending on the merchant. Since many of the spray sniffers are drop-outs and are unemployed, collections are made within the "sniffing group" in order to raise the money necessary to buy the spray. El Paso's location on the international border makes it easy for sniffers to obtain extremely cheap and highly intoxicating lacquer at Mexican body shops. By purchasing volatiles in Mexico, the buyers are not violating any law and can legally bring the substances into the United States. This situation presents a special problem to agencies and individuals interested in combatting the drug abuse problem.. International cooperation would seem to be the key to overcoming this major obstacle.



3. How have merchants violated city ordinances.

In May 1962, an ordinance was passed prohibiting the sniffing of glue in El Paso. An additional ordinance forbidding the sale of cement or glue to minors has been on the books since November 1965. A companion ordinance that makes the sale of spray paint and other volatiles as well as the "sniffing" of such substances illegal was enacted in March 1972 (see Appendix B). None of these ordinances has done much to reduce the incidence of sniffing.

Merchants violate the above-mentioned city ordinances every time they sell a bottle of glue or a can of spray to a minor. Unfortunately, violators of these ordianaces are never caught. There is no record of any prosecution of merchants for the selling of spray to minors. It is common knowledge where the substances can be easily obtained. Most merchants are aware of the ordinances, but continue to sell glue and spray anyway.

Why the enforcement of these ordinances has been so lax is due to many factors. Lack of staff in the Police Department and Prosecutor's Offices, the paying of more attention to other crimes, and the slim chance of getting a conviction are probably some of the reasons behind the lack of enforcement.

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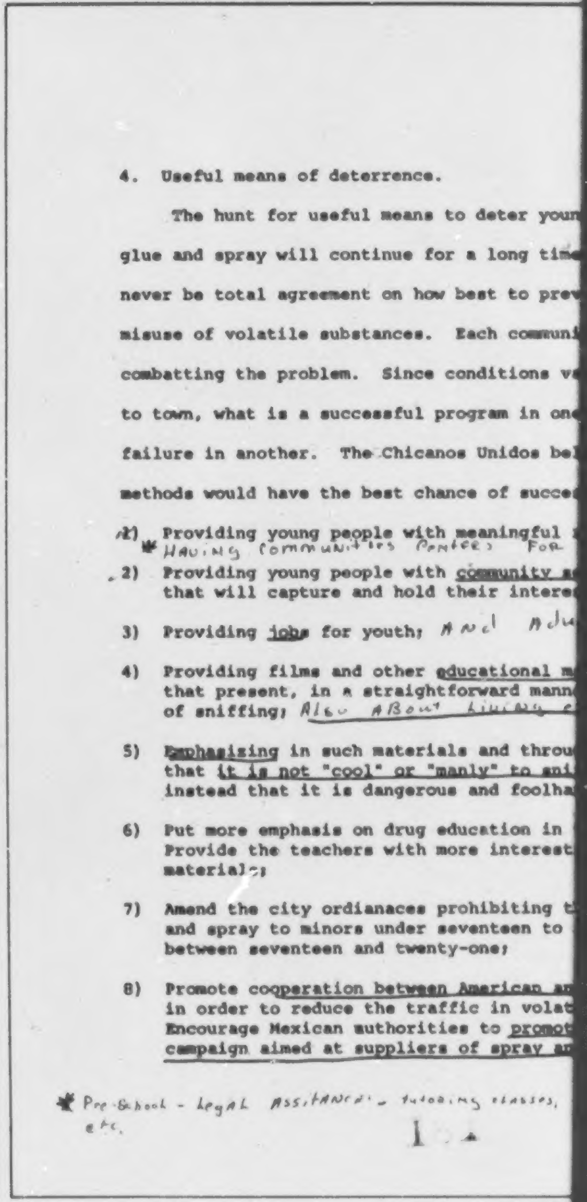

4. Useful means of deterrence.

The hunt for useful means to deter youn
glue and spray will continue for a long tim
never be total agreement on how best to prev
misuse of volatile substances. Each communi
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1) Providing young people with meaningful
* HAVING COMMUNITIES CENTERS FOR
2) Providing young people with community s
that will capture and hold their intere
3) Providing jobs for youth; AND Adu
4) Providing films and other educational m
that present, in a straightforward mann
of sniffing; Also ABOUT LIVING c
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that it is not "cool" or "manly" to sni
instead that it is dangerous and foolha
6) Put more emphasis on drug education in
Provide the teachers with more interest
materials;
7) Amend the city ordianaces prohibiting t
and spray to minors under seventeen to
between seventeen and twenty-one;
8) Promote cooperation between American a
in order to reduce the traffic in volat
Encourage Mexican authorities to promot
campaign aimed at suppliers of spray a

* Pre-School - Legal ASSISTANCE - TUTORING CLASSES,
etc.

ts violated city ordinances.
ordinance was passed prohibiting the
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of cement or glue to minors has been on the
1965. A companion ordinance that makes
nt and other volatiles as well as the
bstances illegal was enacted in March
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a bottle of glue or a can of spray to
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4. Useful means of deterrence.

The hunt for useful means to deter young people from using glue and spray will continue for a long time. There will never be total agreement on how best to prevent the misuse of volatile substances. Each community has its way of combatting the problem. Since conditions vary from town to town, what is a successful program in one might be a failure in another. The Chicanos Unidos believe the following methods would have the best chance of success in El Paso:

1) Providing young people with meaningful recreation programs;
* HAVING COMMUNITIES CENTERS FOR DIFFERENT PURPOSES

2) Providing young people with community service programs that will capture and hold their interest; political

3) Providing jobs for youth; AND Adults

4) Providing films and other educational material for youth that present, in a straightforward manner, the dangers of sniffing; ALSO ABOUT LIVING CONDITIONS

5) Emphasizing in such materials and through personal contact that it is not "cool" or "manly" to sniff. Emphasize instead that it is dangerous and foolhardy;

6) Put more emphasis on drug education in the schools. Provide the teachers with more interesting and relevant materials;

7) Amend the city ordianaces prohibiting the sale of glue and spray to minors under seventeen to include those between seventeen and twenty-one;

8) Promote cooperation between American and Mexican authorities in order to reduce the traffic in volatile substances. Encourage Mexican authorities to promote a drug education campaign aimed at suppliers of spray and glue.

* Pre-School - Legal ASSITANCE - tutoring classes, emergency clinics etc.

13. Bilingual Bicultural posters to relate to the Chicanos

9) Encourage city authorities to enforce those ordinances already in existence;

10) Get more information to parents warning them of the dangers of sniffing;

11) Promote co-operation between various segments of the entire El Paso community for a co-ordinated glue and spray abuse campaign. Involve the Police Department and businessmen in such a campaign;

12) Since sniffers are often involved in the juvenile justice process and are put in the juvenile detention facility, both the system and the facility should be upgraded. Both have been severely criticized by the National Council on Crime and Delinquency as being underbudgeted and overburdened.

The Chicanos Unidos have already put into practice some of the above recommendations. In order to better inform people of the dangers of inhaling glue and spray, a series of pamphlets was designed, printed, and distributed. They were informative and contained warnings against sniffing as well. Bumper stickers bearing the slogans "Don't Sniff Spray-Chicanos Unidos" and "Don't Sniff Glue-Chicanos Unidos" were printed and offered to motorists. A slide presentation was prepared and will be shown to various groups in and around El Paso. The cooperation of the El Paso Police Department was enlisted and stores where glue and spray can be purchased were contacted and informed of the ordinance and the desires of the group regarding the sale of these substances.

Members of the Chicanos Unidos have notice
in the use of spray in recent weeks. Since use
become involved with the Chicanos Unidos and ot
community-minded youth groups, their attention
diverted away from sniffing. Not all have stop
peer pressure and other forces have caused a no
decrease in the amount of sniffing.

5. As a source of problems

Glue and spray sniffing are the source of
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rates, and juvenile delinquency, it is certainl
tributing factor. The Chicanos Unidos have lea
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associated with sniffing.

3) School drop-outs when the user becomes "add
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to be continuously involved in the sniffing

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Culture [illegible] [illegible]

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Members of the Chicanos Unidos have noticed a drop in the use of spray in recent weeks. Since users have become involved with the Chicanos Unidos and other community-minded youth groups, their attention has been diverted away from sniffing. Not all have stopped but peer pressure and other forces have caused a noticeable decrease in the amount of sniffing.

5. As a source of problems

Glue and spray sniffing are the source of many social problems. While the activity of "sniffing" cannot be said to be the only reason behind neighborhood conflict, high dropout rates, and juvenile delinquency, it is certainly a strong contributing factor. The Chicanos Unidos have learned that sniffing contributes directly to the following problems:

1) Physical violence within the barrio. Fights develop over the use of the sniffing rag within the sniffing group.

2) Bitterness, animosity, hostility, and, ultimately, violence later on when the user remembers bad past experiences associated with sniffing.

3) School drop-outs when the user becomes "addicted" to sniffing. The sniffer must stay out of school in order to be continuously involved in the sniffing process.

4) Juvenile delinquency, especially petty theft and vandalism. If the sniffer is unable to purchase the spray, then he oftentimes will turn to shoplifting or breaking and entering to get the material. Wanton vandalism may be the result after a sniffing episode when the user feels he is "on top of the world," and anti-social tendencies come to the forefront.

5) Social disturbances, such as "party-crashing" by sniffers. In the Ysleta area there used to be many weekend parties that would be interrupted or disrupted by sniffers. Because of these disturbances, the number of gatherings has diminished greatly and mutual dislike among young people has increased.

6) Increased family problems when the parents discover that their children have turned to sniffing. What may be already bad relations between parent and child quickly deteriorate into something even worse.

6. Testaments of some sniffers.

What follows are observations made and recorded during a spray sniffing session. The participants were habitual users who discussed their feelings, emotions, and reactions as they inhaled the fumes of the spray.

After three sniffs, the subjects felt pretty good. After six sniffs, they felt suspicious and wanted to hide. There was a feeling of guilt. One said he heard a ringing in his ears. Another felt like his body was higher than his mind.

After several more sniffs, they were laughing and

wanted more and more. There was continuous
nothing at all. They said they felt very g
everything was okay.

They said they could not wait till the
through with the can and felt like taking i
One said that he could feel the sound of th

They felt like they were back in the p
doing glue. Like it was the same, like the
there again. One felt a lot of saliva in h

One subject felt very possessive of th
not want to let go of it. Two fellows came
sharing it. One took it. With two or th
spray he got loaded and said that with that
could not talk.

One subject knows he is screwing hims
he says he still does it; it does not matt

One said he was getting a headache wi
Another subject said he was muy loco (too
His words got stuck. Sometimes he felt ti
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Another subject kept saying he was ge
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wanted more and more. There was continuous laughing at nothing at all. They said they felt very good; no problems; everything was okay.

They said they could not wait till the other one was through with the can and felt like taking it away from him. One said that he could feel the sound of the radio.

They felt like they were back in the past again and doing glue. Like it was the same, like they were back there again. One felt a lot of saliva in his mouth.

One subject felt very possessive of the can and did not want to let go of it. Two fellows cameiin and they felt like sharing it. One took it. With two or three hits of spray he got loaded and said that with that stuff, you could not talk.

One subject knows he is screwing himself over, but he says he still does it; it does not matter to him.

One said he was getting a headache with the spray. Another subject said he was muy loco (too crazy) to talk. His words got stuck. Sometimes he felt tired, like he had just finished playing basketball.

Another subject kept saying he was getting claustrophobia; some things seemed to be bothering him. He kept getting higher and higher.

B. THE NON-SNIFFERS

Those students who indicated that they did
spray or glue often knew of others who did. Th
these individuals was analyzed in order to find
the non-sniffers knew about the sniffing process

1) Sex: Female : 54%;Male:46%

2) Ethnic Breakdown: Mexican-American; 83%
Anglo : 14%
Indian : 2%
Black : 1%

3) Familial Characteristics: Both parents living
Just the mother "
Just the father "

4) Extent of knowledge about sniffing:

a) Do you know of anyone who sniffs paint or

Yes: 48% No: 52%

b) Have you ever seen anyone sniff paint or

Yes: 56% No:44%

c) Does anyone in your neighborhood sniff pai

Yes:42% No:58%

d) Do any of your friends sniff paint or glu

Yes: 37% No: 63%

e) Have you ever seen any girls sniff paint

Yes: 29% No: 71%

f) Have you seen anyone in your class sniff

Yes: 17% No: 83%

g) Describe how paint or glue is done.

(The percentages are those who were abl
the sniffing process accurately.)

Grade 7: 9.3% Grade 8: 11.1% Grade 9:

STUDENT

N-SNIFFERS

These students who indicated that they did not sniff spray or glue often knew of others who did. The data from these individuals was analyzed in order to find out how much the non-sniffers knew about the sniffing process.

1) Sex: Female : 54%;Male:46%

2) Ethnic Breakdown: Mexican-American: 83%
Anglo : 14%
Indian : 2%
Black : 1%

3) Familial Characteristics: Both parents living at home: 82%
Just the mother " " " : 13%
Just the father " " " : 5%

4) Extent of knowledge about sniffing:

a) Do you know of anyone who sniffs paint or glue?

Yes: 48% No: 52%

b) Have you ever seen anyone sniff paint or glue?

Yes: 56% No:44%

c) Does anyone in your neighborhood sniff paint or glue?

Yes:42% No:58%

d) Do any of your friends sniff paint or glue?

Yes: 37% No: 63%

e) Have you ever seen any girls sniff paint or glue?

Yes: 29% No: 71%

f) Have you seen anyone in your class sniff paint or glue?

Yes: 17% No: 83%

g) Describe how paint or glue is done.

(The percentages are those who were able to describe the sniffing process accurately.)

Grade 7: 9.3% Grade 8: 11.1% Grade 9: 7.9%

Total : 8.9% of those surveyed were able to answer.

It can be inferred that many of the respondents did not answer the question about "sniffing" truthfully, It is believed that many of those who indicated they knew how to sniff actually do it now or have used spray or glue in the past. Estimates of the number of users from community workers knowledgeable in this area range as high as 1/3 of the junior high and high school age youth in Ysleta, Thus, while the statistics presented herein are the only"hard" source of data available on this problem,an "educated guess" would be that perhaps twice that number have actually used spray and glue. In addition,there are numerous out-of-school youths who are sniffers. No one knows the true extent of the problem.

C. EL PASO AND DRUGS

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C. EL PASO AND DRUGS

There are over 300,000 people in El Paso,Texas. It is estimated that 1/3 of these people fall belpw poverty guidelines. About 60% of the population is Mexican-American. In the Ysleta section of El Paso,there are about *30,000 people. Over 2/3 of them are Mexican-American and 50% fall below poverty guidelines.

The schools dealt with in this summary are Ysleta Grade School,South Loop Grade School, and Ysleta High School. These schools have a combined enrollment of 4773 students. Low-income students make up 53.8% of the enrollment at Ysleta Grade School; 45.6% of the enrollment at South Loop Grade, and between 10% and 20% of the enrollment of Ysleta High. Mexican-Americans make up 75% of the enrollment of the three schools.

El Paso is a border town that receives hundreds of Mexican immigrants monthly. The city is economically dependent on clothing manufacturing, refineries, and military installations.

1.Schools

A. Drug Education

1. In the seventh,eighth and ninth grades, drug education is a part of the regular health program. It is also a part of the activities of the S.O.S (Stamp Out Stupidity) Club

* only three census tracts

in junior high school.

2. Drug education is taught by health and phy
teachers. They attend workshops at which the
up-to-date on the latest information. Drug k
Department are also used. The teachers have
ifications other than their teaching certific
teachers attend in-service meetings where the
techniques of drug education.

3. At Ysleta Grade School, the program is for
week as part of health. At South Loop Grade,
education are given to the seventh and eighth
Ysleta High,the drug education program is si

4. At all three schools movies,literature , a
speakers form the basis for drug education pro
speakers come from agencies like Aliviane,the
agency,and the Police Community Relations Div

5. The extent of the dissatisfaction with th
program runs all the way up to the principals
Even professional educators are at a loss on
with this problem. Students and other member
are not happy with the drug education curricu

B. School Drug Policy

1. The grade schoolsdo not have any counselor
no policy on confidentiality. In the high s

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in junior high school.

2. Drug education is taught by health and physical education teachers. They attend workshops at which they are brougnt up-to-date on the latest information. Drug kits from the Police Department are also used. The teachers have no special qual - ifications other than their teaching certificates. High school teachers attend in-service meetings where they learn the techniques of drug education.

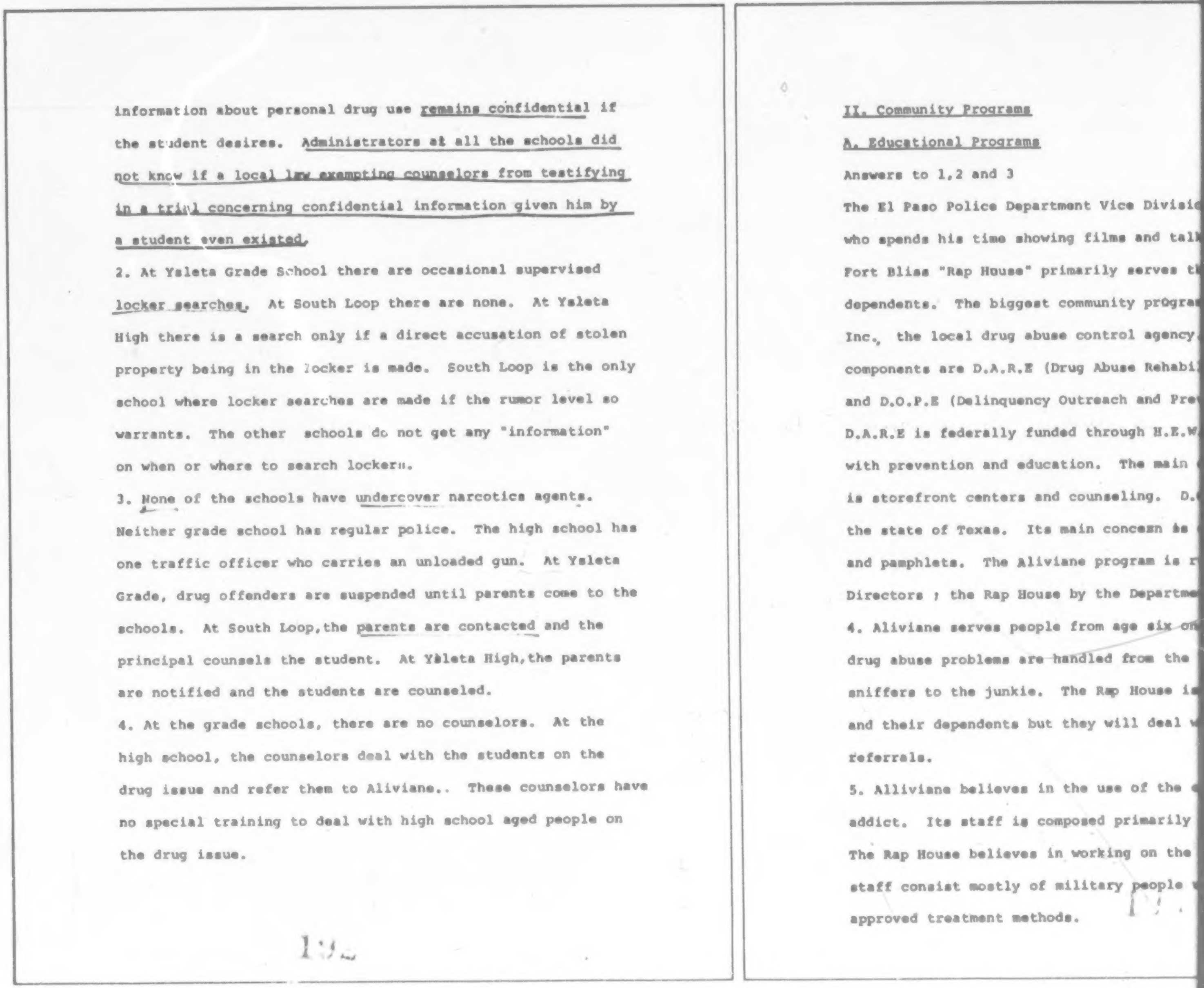
3. At Ysleta Grade School, the program is for one hour per week as part of health. At South Loop Grade, two weeks of drug education are given to the seventh and eighth graders. At Ysleta High, the drug education program is six weeks in length.

4. At all three schools movies, literature , and outside speakers form the basis for drug education programs. The speakers come from agencies like Aliviane, the local abuse agency, and the Police Community Relations Division.

5. The extent of the dissatisfaction with the drug education program runs all the way up to the principals of the schools. Even professional educators are at a loss on how best to deal with this problem. Students and other members of the community are not happy with the drug education curriculum.

B. School Drug Policy

1. The grade schoolsdo not have any counselors so there is no policy on confidentiality. In the high school information



information about personal drug use remains confidential if the student desires. Administrators at all the schools did not know if a local law exempting counselors from testifying in a trial concerning confidential information given him by a student even existed.

2. At Ysleta Grade School there are occasional supervised locker searches. At South Loop there are none. At Ysleta High there is a search only if a direct accusation of stolen property being in the locker is made. South Loop is the only school where locker searches are made if the rumor level so warrants. The other schools do not get any "information" on when or where to search lockers.

3. None of the schools have undercover narcotics agents. Neither grade school has regular police. The high school has one traffic officer who carries an unloaded gun. At Ysleta Grade, drug offenders are suspended until parents come to the schools. At South Loop, the parents are contacted and the principal counsels the student. At Yàleta High, the parents are notified and the students are counseled.

4. At the grade schools, there are no counselors. At the high school, the counselors deal with the students on the drug issue and refer them to Aliviane.. These counselors have no special training to deal with high school aged people on the drug issue.

II. Community Programs

A. Educational Programs

Answers to 1,2 and 3

The El Paso Police Department Vice Divisi
who spends his time showing films and tal
Fort Bliss "Rap House" primarily serves t
dependents. The biggest community progra
Inc., the local drug abuse control agency
components are D.A.R.E (Drug Abuse Rehabi
and D.O.P.E (Delinquency Outreach and Pre
D.A.R.E is federally funded through H.E.W
with prevention and education. The main
is storefront centers and counseling. D.
the state of Texas. Its main concern is
and pamphlets. The Aliviane program is r
Directors ; the Rap House by the Departme

4. Aliviane serves people from age six on
drug abuse problems are handled from the
sniffers to the junkie. The Rap House i
and their dependents but they will deal w
referrals.

5. Alliviane believes in the use of the
addict. Its staff is composed primarily
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CIL

II. Community Programs

A. Educational Programs

Answers to 1,2 and 3

The El Paso Police Department Vice Division has one officer who spends his time showing films and talking to groups. The Fort Bliss "Rap House" primarily serves the military and dependents. The biggest community program is that of Aliviane, Inc., the local drug abuse control agency. Its two main components are D.A.R.E (Drug Abuse Rehabilitation Enterprise) and D.O.P.E (Delinquency Outreach and Prevention Enterprise). D.A.R.E is federally funded through H.E.W. and is concerned with prevention and education. The main concern of D.A.R.E. is storefront centers and counseling. D.O.P.E. is funded by the state of Texas. Its main concern is distributing posters and pamphlets. The Aliviane program is run by a Board of Directors ; the Rap House by the Department of Defense.

4. Aliviane serves people from age six on up. All kinds of drug abuse problems are handled from the high school glue sniffers to the junkie. The Rap House is primarily for GIs and their dependents but they will deal with non-military referrals.

5. Alliviane believes in the use of the ex-addict to treat the addict. Its staff is composed primarily of former drug abusers . The Rap House believes in working on the user's level. The staff consist mostly of military people using militarily-approved treatment methods.

6. Aliviane produces its own material but has no films. The Police Department uses Federally-provided films and literature. The Rap House uses military material.

7. The Police Department has one man with little training resulting in superficial coverage of the problem. The Rap House has about ten staff members with military training. A civilian evaluation of their effectiveness would be subjective and cursory. Aliviane has about fifty staff members whose training consists largely of having gone through the drug experience itself. Aliviane is difficult program to evaluate because of its widespread operations and secrecy. It is not possible for the Chicanos Unidos to evaluate Aliviane.

B. Treatment Programs

Aliviane operates settlement homes under N.A.R.A (Narcotics Addicts Rehabilitation Act) and C.A.S.E (Community Addiction Service Enterprise). In these houses, addicts receive counseling and rehabilitation services.

III. Courts and Laws

A. The laws regarding drug offenders who are minors are the same as those regarding adults. Firstyouthful offenders are usually counseled and released. Minors who are chronic offenders are placed on probation or placed in reform school. Consideration is given to their behavior and they may be placed in a ranch with more freedom or even enrolled in one of the drug programs in El Paso, This might involve anything from rap sessions to methadone treatments.

The Juvenile Detention Home is the focal p
ment of young offenders. Individual and p
is given and referrals are often made to A
interviews,officials at the home admited
loss on how to handle the problem and bel
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C. In El Paso young offenders are usually
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in a drug abuse program. There are no ref
near El Paso.

D. The juvenile court judge's (Henry Pena)
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The Juvenile Detention Home is the focal point for treatment of young offenders. Individual and parental counseling is given and referrals are often made to Aliviane. In interviews, officials at the home admitted they were at a loss on how to handle the problem and believed that other agencies were ineffectual in dealing with the problem as well.

C. In El Paso young offenders are usually not sent to reform for drug offenses. They are placed on probation or enrolled in a drug abuse program. There are no reform schools in or near El Paso.

D. The juvenile court judge's (Henry Pena) attitude is one of rehabilitation rather than giving sentences and, thus, a criminal record.

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Joe Lopez of the Juvenile Detention Home
Mr. Zabriskie of the Guynes Printing Co.
Bob Barnes of the Dixon Paper Co.
Mayor Adrian Baca, Anthony, Texas
Beverly Larsen
Roberto Rivera

GUIDELINES.

Statistics: name your city, state, its popul
racial/ethnic breakdown; name yo
dealing with, its (their) populati
racial/ethnic breakdown; and any
you feel may be necessary to des

I. Schools (high schools, jr. high schools,

A. Drug education

1. Is there any?

2. Who teaches it? (phys. ed. teach

a. What kind of training do they
education? What are their qu

3. How extensive ~~of a~~ is the program? ~~is it~~
hour per week, etc.)? Is it ~~requ~~

4. What materials are used (books, m
~~writes it?~~

5. ~~Your~~ Evaluation of your schools'

B. School policies on drug use and/or dr

1. Confidentiality:

a. Are counselors and other scho
quired by school regulations
student might tell them about
use?

b. Is there a local law exempti
from testifying in a trial c
tial information given to th
student?

2. Locker search

a. What is the School's policy

b. Does your school have locker
often?

c. Where do school officials ge
on when to search lockers an
search?

this project were:

s provided by:

h to acknowledge the cooperation of:

the El Paso Police Department
and the Community Relations Division, EPPD
Ysleta Independent School District
ile Detention Home
ynes Printing Co.
Paper Co.
ony, Texas

L

GUIDELINES.

Statistics: name your city, state, its population, its class/racial/ethnic breakdown; name your school(s) you're dealing with, its(their) population, its(their) class/racial/ethnic breakdown; and any other information you feel may be necessary to describe your community.

I. Schools (high schools, jr. high schools, and middle schools)

A. Drug education

1. Is there any?

2. Who teaches it? (phys. ed. teacher, health teacher)

a. What kind of training do they have to teach drug education? What are their qualifications?

3. How extensive is the ~~of a~~ program? ~~is it~~ (one semester, one hour per week, etc.)? Is it ~~required?~~ mandatory?

4. What materials are used (books, movies, etc.)? ~~Who writes it?~~

5. ~~Your~~ Evaluation of your schools' drug program:

B. School policies on drug use and/or drug users

1. Confidentiality:

a. Are counselors and other school personnel required by school regulations to divulge what a student might tell them about personnel drug use?

b. Is there a local law exempting school counselors from testifying in a trial concerning confidential information given to the counselor by a student?

2. Locker search

a. What is the School's policy on locker search?

b. Does your school have locker search? If so, how often?

c. Where do school officials get their information on when to search lockers and which lockers to search?

3. Police and school relationship on the drug issue
    a. Does the school have undercover narcotic agents?
    b. Does the school have "regular" police? Do they carry weapons?
    c. What happens to drug "offenders" (are they suspended, arrested, expelled)?
4. Counselors
    a. Do they deal with students on the drug issue or do they refer them to someone else? (Who?)
    b. What is their training to deal with high school aged people on the drug issue?

II. Community programs

A. Educational programs
1. Are there any educational community drug programs?
2. Whose program is it (state's, community's, federal government's)?
3. Who runs it?
4. Who does it try to service (what age group, what type(s) drug use(r))?
5. What is their philosophy or stand on drugs?
6. What materials are used (books, movies, etc.)? Who writes it?
7. Personnel
    a. How many people are there on staff (paid or volunteer)?
    b. What is their training to handle drug users or drug information?
    c. Your evaluation of the program(s):

B. Treatment programs (rehabilitation centers)

SAME BASIC QUESTIONS AS UNDER A. Educational programs

III. Courts and laws

A. What are the laws regarding drug offe
minors?

B. Do juvenile offenders go to juvenile

C. Are many kids sent to reform schools
1. Are there many drugs in reform sc
available are they (if they are
2. Your evaluation of the reform sch
area: (Do a couple of case histo

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rmation?

uation of the program(s):

s (rehabilitation centers)

ONS AS UNDER A. Educational programs

Page 3
Guidelines

III. Courts and laws

A. What are the laws regarding drug offenders who are minors?

B. Do juvenile offenders go to juvenile or adult courts?

C. Are many kids sent to reform schools for drug offenses?

  1. Are there many drugs in reform schools? How available are they (if they are available)?

  2. Your evaluation of the reform school(s) in your area: (Do a couple of case histories.)

D. ~~How~~ What are [illegible] the juvenile judges ~~attitudes~~ toward drug offenders? (Interview some judges to find out.)

7

Washington, D.C.

Drug Abuse News

Like the Chicanos Unidos, the stud
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With this in mind, the students concei
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DAC welcomed this unique project ide
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examples. However, it is difficult to evalu
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unfortunately, the Washington students p
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neither an estimate as to the number of
newsletter, nor any report of reader reacti

Furthermore, there was a lack of feedb
naires. The students' original idea was
questionnaires submitted back to the
review. However, if questionnaire results

7

ashington, D.C.

Drug Abuse News

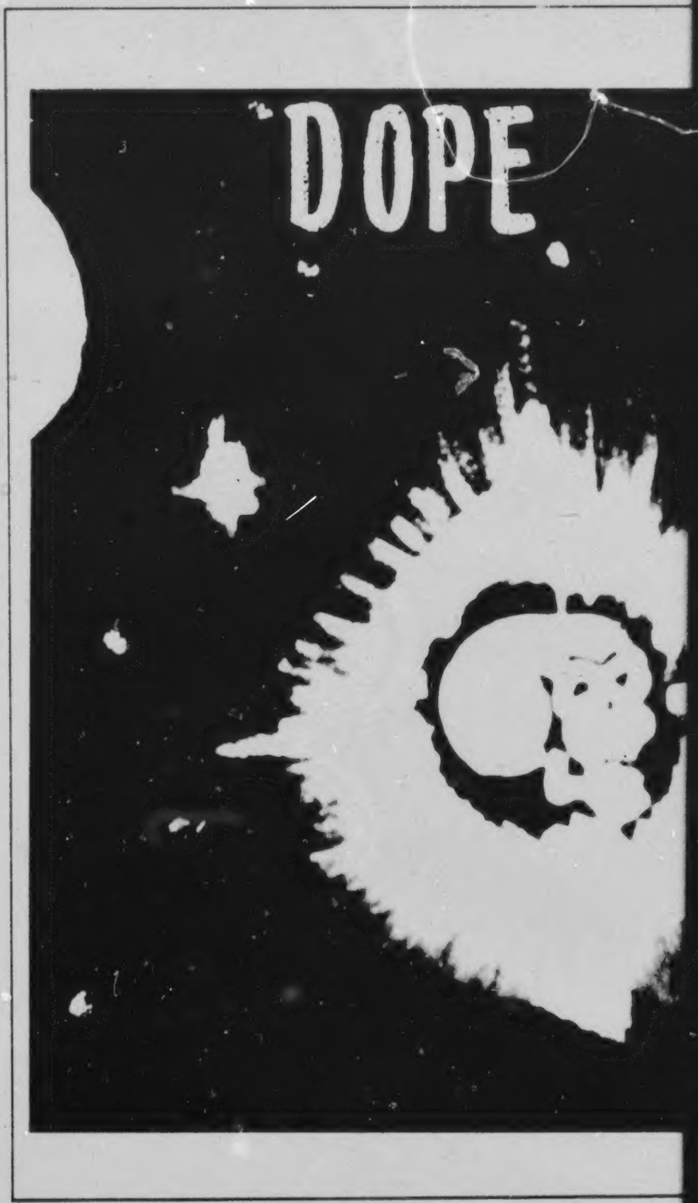
Like the Chicanos Unidos, the students of the Frederick Douglass United Community Center, Inc., in Washington, D.C., also wanted their project to have community-wide implications. With this in mind, the students conceived a unique way of approaching the HSSP. They proposed to publish a community drug abuse newsletter, to be issued bi-monthly for the three months of the project.

These students felt that there was a real need in their inner-city section of Washington, D.C., for a special channel of communication between existing drug abuse programs and the community-at-large. They acknowledged the existence of quite a few local drug programs, but stressed the point that their efforts were neither coordinated nor even known to the public in many instances. A newsletter such as the students proposed and ultimately prepared could well serve to coordinate local drug education and rehabilitation programs, and to publicize existing programs to community residents.

This newsletter, called *The Dope,* was in fact published five times in all and was distributed free-of-charge in the Anacostia section of Washington. All aspects of publication, lay-out, design, writing, and distribution, were carried out by high school students. The student-journalists used the last page of each issue to present an original community questionnaire, including legal implications, drugs and their effects, drug attitudes and opinions, etc.

DAC welcomed this unique project idea, applying the power of the press to the issue of drug abuse. For the benefit of future youth groups that may wish to publish their own drug abuse newsletter, three issues of *The Dope* are reproduced here as examples. However, it is difficult to evaluate the success of such a project without some kind of feedback from the community. And unfortunately, the Washington students produced no measure of this newsletter's impact on the residents of Anacostia. There was neither an estimate as to the number of readers reached by the newsletter, nor any report of reader reaction.

Furthermore, there was a lack of feedback from the questionnaires. The students' original idea was to have the completed questionnaires submitted back to them for tabulation and review. However, if questionnaire results were received or tabulated, they were not reported to either the community or to DAC. Moreover, the students never published the answers to the questionnaires. While DAC wholeheartedly agreed that it was important to ask the questions, it seems of no less importance to answer them, particularly with regard to the factual material. Had the students done so, their community press may have been of still greater value as a drug education tool in itself.



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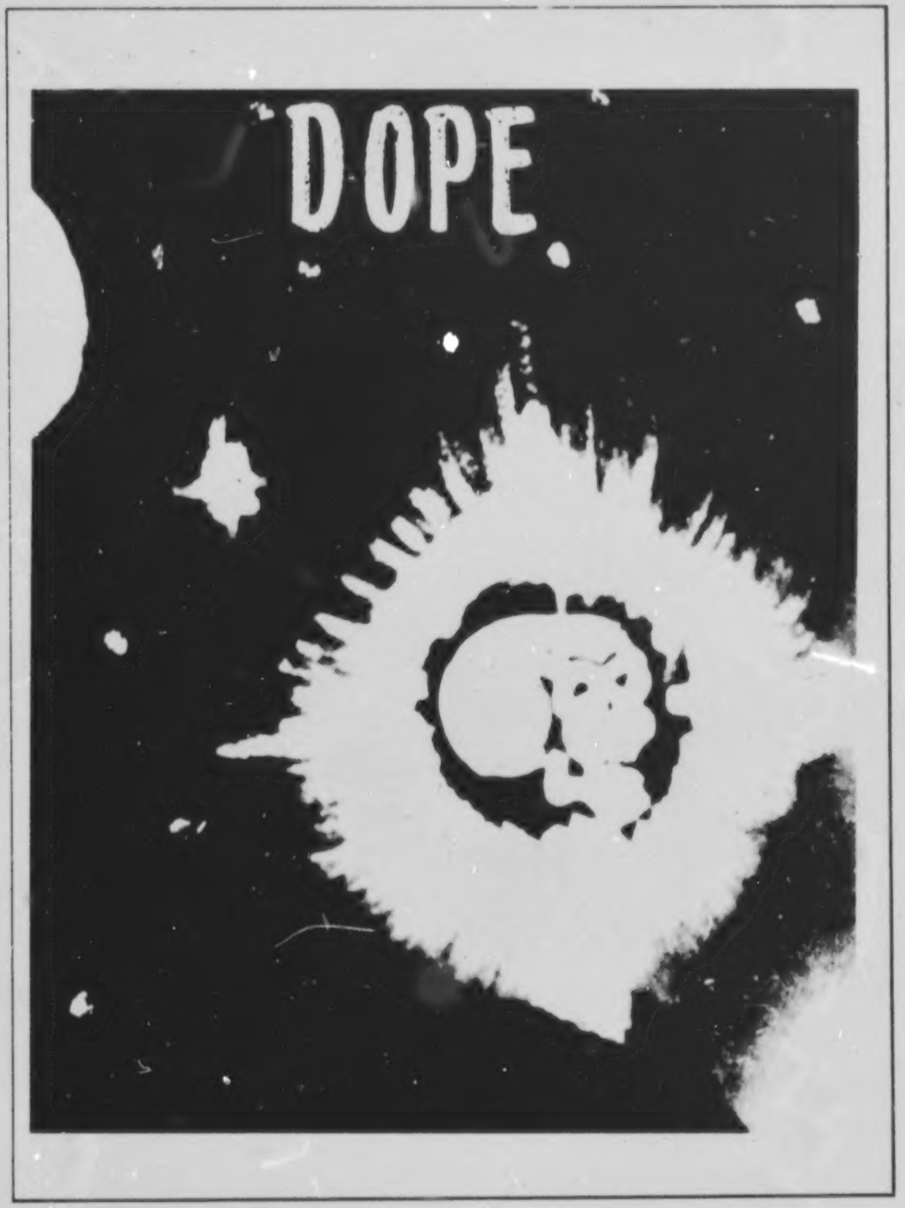

THE DOPE

DRUG ABUSE: NEWS IN S.E.

Save S.A.V.E.

S.A.V.E. (Stop Addiction through Voluntary Efforts) was a community oriented program located at 2045 Martin Luther King, Jr. Ave. S.E. It is now Defunct.

S.A.V.E. dealt directly with addicts, using community alerts and teaching drug education. By the way...S.A.V.E. uses no methadone.

Now, Dig S.A.V.E. D.I.G. (Drug Incentive Group) is a component of S.A.V.E. comprised of eight Anacostia students who were given special training at a drug education center in Quantico, Va. With this, they have volunteered their time and efforts in order to teach young Bros. and Sis. of elementary school age about the use and abuse of drugs.

Their methods of teaching were unique in the kinds of very creative ideas that they put into action. For example, they would pick a talked about fictional character like SuperFly and compare him to a well-known inspirational leader such as H. Rap Brown, showing how SuperFly was about selling dope to the community and how Rap Brown was into eradicating drugs from the community. Then they would let the young Bros. and Sis. decide for themselves who was the true hero in the community. The Dig folks, helping other Blacks through a vicarious experience, are no longer working because the program was terminated by the Health and Welfare Council. Inspite of this, the Group's spirit is not broken and they insist that they will not give up. Sis. Grace Givens is just one of the folks who says she will continue the task with or without the help of H.W.C. For information, call her at 889-4035The loss of these programs is a community loss, but with a little help from concerned residents They/We/Us may be able to D.I.G. on S.A.V.E. again.

POETRIES REVIEWS FACTS EDITORIALS QUESTIONS

...........to educate the community......
...........to eliminate drugs............

Area high school students working to heighten and enlighten the community in which they live

THE DOPE

CAPITOL EAST

More Than Just Talk

Most problems are merely talked about and rarely solved, or they just get shifted from shoulder to shoulder looking for somebody to take the weight. Even sadder is the fact that many people are not really concerned with the burden that drug abuse places on OUR community.

Several months ago, after meeting with community people in workshops and conferences dealing with drug abuse, particularly the use of methadone, a proposal was submitted by former Heroin addicts to the Neighborhood Planning Council (area 16) for a Drug Education Prevention Center. Through these efforts the Capitol East Drug Abuse Prevention and Education Center was incorporated.

The Program is only part funded by the NPC

(continued on page 3)

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2027 Martin Luther King, Jr. Ave. S.E.
678-2767or678-2768 anytime you're ready
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Deborah Gwynn	Journalist:photos
Barbara Willis	Journalist:poetist
Akida Baye	Journalist:philos.
Enaharo	●●●●●●●●●●●●●●●●●

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Funded by the Drug Abuse Council through the Student Information Center.

SILENT EXPLOSION

A bomb is ticking at the Washington Urban League's Anacostia Drug Abuse Education Program. The Program, located at 3016 Martin Luther King, Jr. Ave. S.E. is funded by H.E.W. A.D.A.E.P. started in January '72', but its existence has not been acknowledged by the community. We wondered about this because we live only a block from the program and knew nothing of it until this interview.

Brother Bob Ferill, the programs Communications Specialist, is just one of the staff detonating this bomb. When asked why the Anacostia Drug Abuse Education Program has lacked community involvement, he said "We are STILL in the planning stages." The program has taken steps to spread its knowledge of drugs by creating a brochure and coloring book to be distributed throughout the community. The program is trying to place a lot of emphasis in the schools, where the real bomb is exploding.

"We're trying to grasp the minds of young people before the 'pusherman' gives them his drug education."

"The functions of this program," Bro. Ferill further explains, "is to provide the community with the knowledge that there are alternatives to using drugs. To find these alternatives, we must look into the reasons why

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CAPITOL EAST (CONTINUED FROM PAGE 2)

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legal and illegal use of methadone and other drugs.

Under the direction of Brother Musa Rahim Bey, the program
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fluence on the way the community operates.

Brother Musa Bey someday wishes to establish a small econon
previously incarcerated persons and other such projects to help f
useful and beneficial position in the community.

The Capitol East Center is a non-profit organization which offe
munity free of charge. Any person, organization, school or churc
knowledgeable about the use and abuse of drugs, may call 546-629
9a.m. and 6p.m. and ask for Musa Rahim Bey.

happy kwan

DOPE

NEWS IN S.E.

POETRIES REVIEWS FACTS EDITORIALS QUESTIONS

..........to educate the community......
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"We're trying to grasp the minds of young people before the 'pusherman' gives them his drug education."

...tick...tick...tick

"The functions of this program," Bro. Ferill further explains, "is to provide the community with the knowledge that there are alternatives to using drugs. To find these alternatives, we must look into the reasons why a person might resort to drugs. These reasons can include lack of recreation concern or be the results of family and social problems."

The alternatives, of cours would be to supply people with recreation and help them edge out social and family problems. We questioned this type of drug education, its success and its overall benefits for the general Anacostia community. Bro. Ferill responded, saying, "Education can only provide you with the information and give you both sides of the situation. From there, you have to make your own decision. Hopefully, it will be away from drugs."

Leaving A.D.A.E.P.'s second floor office, we asked Bro. Ferill if he felt that there are too many or enough drug education, prevention or rehabilitation centers. He replied, "Neither. We just need One that works."

Obviously, he feels that this program and a lot of others are not working as they should. An explosion must take place inside these Drug Abuse Centers before they can make an attempt to cause an explosion, outside, in the community. But for now, bombs only continue to.... tick...tick...tick..

(Part 2 in next issue

CAPITOL EAST (CONTINUED FROM PAGE 2)

and has been functioning in the community for approximately six months. It is designed to examine psychological, political and racial as well as scientific implications of widespread legal and illegal use of methadone and other drugs.

Under the direction of Brother Musa Rahim Bey, the program extends its services not only in workshops and conferences, but in discussions with persons who have a definite influence on the way the community operates.

Brother Musa Bey someday wishes to establish a small economic program operated by previously incarcerated persons and other such projects to help former convicts serve a useful and beneficial position in the community.

The Capitol East Center is a non-profit organization which offers its services to the community free of charge. Any person, organization, school or church wishing to become more knowledgeable about the use and abuse of drugs, may call 546-6291 or 546-7716 between 9a.m. and 6p.m. and ask for Musa Rahim Bey.

happy kwanzaa

The following is a questionnaire designed to focus on the communities attitudes on drug abuse. Your response will aid us in establishing factual information for future use. Results will be published in subsequent issues available to anyone. Directions: circle the letter beside the answer of your choice. When completed, drop in DROP BOX.

****

Do you think the drug problem is being exaggerated?
    A Yes B No
2. Do you consider marijuana to be a drug?
    A Yes B No
3. If you have never used drugs (include marijuana), why not?
    A...have been frightened by present drug knowledge.
    B...parents, relatives or friends are against drug use.
    C...lack of exposure (never had the chance).
    D...uninterested.
4. If you have, why?
    A...personal problems.
    B...lack of recreation or boredom.
    C...influenced by friends (or others).
    D...curious.
5. Do you feel that most drug users start because they think it's cool?
    A. Yes B No
6. Would you say that most drug users are between the ages of 16 and 26?
    A Yes B No
7. Do you feel that people lean towards drugs as a means of escape?
    A Yes B No
8. In your opinion, is drug use 'morally' wrong?
    A Yes B No
9. Do you feel that drug addicts (and other users) should be...
    A...hospitalized
    B...imprisoned
    C...given psychiatric treatment
    D...left alone
10. Do you think drug abuse is predominant among minority groups?
    A Yes B No
11. Do you believe the importation of drugs -HEROIN- to be another form of genocide?
12. Whose responsibility is drug abuse?
    A...United States Goverment
    B...foreign goverments from which the drugs are imported
    C...The Mafia
    D...Drug addicts (individuals)
13. Do you feel that substituting one drug for another is benificial to the rehabilitation and well being of the addict?
    A Yes B No

****

PLEASE fill in the following information.

Age _____ Sex _____ Do you live in South East? A Yes B No

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THE DOPE

DRUG ABUSE: NEWS IN S.E.

MASSA'S MONSTA

america is pregnant again with a monster and her stomach swells with this evidence. she blames her pregnancy on foreign governments, the pusherman, and the junkies who are forced to bear the pain of delivery alone. the thing that really kills folks is that the big a (also known as babylon) won't admit that she is part of an international hookup of spiritual, mental, and physical rapists. funny ???

in our once upon a time american society, this monster was thought to have been conceived and grown by Black folks...but we know better. (the opium war of china last century will look like a sunday outing in a poppyfield, compared to the impending heroin war.)

funny ?? but it wasn't until euro-americans bored with civil rights, protesting the war, instant revolution and eighteenth century life styles, became friendly with the monster, was there any publicity about its existence. then suddenly there's all this kind of energy devoted to killing the monster. or should we say potential energy?

many of us pray that america's monster is just another nightmare, take a deep breath, pull the covers over our heads and hope like hell that the monster will go away. while others who play the role of mighty white knights feel that if we collected all the junkies, locked them up in dark dingy dungeons, i.e., halfway houses and prison and throw away the key, that the empire will be saved and we can live happily ever after...of course, these people belong with the folks suffocating under the covers.

this is where america blew. she feels that the only ones being eaten up by her monster are the junkies and in her thinking system she reasons that if you get rid of the food supply, you starve the poor beast out of existence. this goes to show how the monster is already nibbling at the little leftover sense of american society.

it is time to wake up before it finishes the main course...and we know who the main course is!!! funny? ▲

Anacostia Juvenile Program

You've probably never heard of the Anacostia Juvenile Program...unless, of course, you are one of the 102 kids fortunate enough to be in the program. Then again, maybe "fortunate isn't a good word?

The Anacostia Juvenile Program is a drug treatment center for youth in the Anacostia area. It is officially labeled a "drug abstainance" program and therefore uses NO drugs. "It is," according to Sayla Njeri, the assist. therapist, "the only program of its kind in the Washington area and maybe, in the country.

This contrasts , greatly, with its adult counterpart, the Drug Addiction Rehabilitation Center (reported in issue III), which is a methadone maintenance program funded by the Narcotics Treatment Administration. Both programs are more or less governed by SENAB(Southeast Neighborhood Action Board)

The Juvenile Program lends itself to the problems of both present and potential abusers

(continued on page3)

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READ: Third World and Muhammad Speaks!

THE DOPE INTERVIEWS:
Sheila & Jeffery

We thought it would be interesting to view the drug situation through the eyes of children because the answers to many questions are in their simplicity and logic ... stepping stones of wisdom.

They are tomorrows dreams/dreams that will fashion a new black nation/whose beauty will be as pure as the innocence/I see in their eyes.

Jeffery is 5, and Sheila is 8. Their personal worlds do not extend far beyond their homes, parents, and the playground.

I turned to Jeffery, who was intently concentrating on removing the paper from a lollipop and asked him what a junkie was. He snatched the red paper off the candy and looked at me with a puzzled face. Then he gave a broad grin as if he had just made a great discovery.

"Somebody who need to keep a lot of junk," he said. My mama say, Jeffery", putting his hand across his forehead and mimicking his mother "there must be something wrong with you ... why you so junky?"

"No stupid, "interrupted Sheila, "a junkie is somebody sick."

"I ain't stupid. I said something was wrong with 'em."

"Well do you know what Marijuanna is?" I asked Sheila.

"My Spanish teacher calls Mary Jane that. She says, 'Se llama Marijuanna'."

"Tell me what drugs are Jeffery ?" But he was too occupied taking care of business with that lollipop to pay me any attention.

"Do you know what they are, Sheila?"

"That's what people take when they Really, real sick."

"Do you know what reefers are?" Jeffery started laughing.

"Those those stinky spit balls my brother and his friends be rollin' up, smokin' out back."

"How does it make them act?" I asked.

"They be actin' like little kids," said Jeffery.

"Well, you're a little kid," I said.

"But I ain't a stupid little kid like them."

"Would you like to smoke some reefer?"

"Unh-unh," said Jeffery, taking the lollipop out of his mouth, "I don't wanna' be actin' like no fool." ≫≫≫≫≫≫≫≫≫≫≫

Anacostia

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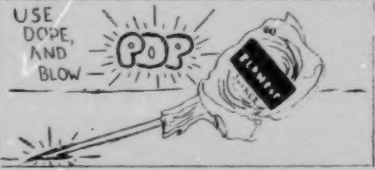
"That's what people take when they Really, real sick."
"Do you know what reefers are?" Jeffery started laughing.
"Those those stinky spit balls my brother and his friends be rollin' up, smokin' out back."
"How does it make them act?" I asked.
"They be actin' like little kids," said Jeffery.
"Well, you're a little kid," I said.
"But I ain't a stupid little kid like them."
"Would you like to smoke some reefer?"
"Unh-unh," said Jeffery, taking the lollipop out of his mouth, "I don't wanna' be actin' like no fool." →→→→→→→→→→→→→→→→→→→→→→→

Anacostia Juvenile Program
(continued from page 2)

from 13 to 19 years of age. Since it started in December '71', the number of participants has approximately doubled.

Though the location, an old store front at 14th and Good Hope Road, S. E., is not exactly an eye-catcher (what can you expect from the government?), the youth are provided with counseling, recreation, education and many are even given jobs, there. There is a pool table on one floor, soon to be accompanied by a crafts shop. During the summer, many of the youths participated in various recreational activities, like swimming at the East Potomac.

The attitude of the teenagers in the program is a kind of pleeeeesed appreciation. It is unanimous among them that the program is a definite success. And that being true, what more can be asked? You know, maybe "fortunate" is a good word after all! ▲



"Why do you suppose they were out back?"
"So momma wouldn't see 'em," said Sheila.
"She'd be mad as the devil," said Jeffery shaking his lollipop at me.
"Plus she'd tell Daddy," put in Sheila, "and that would be World War Four."
"But Sheila, I thought there were only two World Wars. What happened to the third one?"
"Shoot, that one was last week when Daddy found my brother was smoking cigarettes."
"Okay. Do you know what Heroin is?"
"Sounds like some nasty medicine to me," said Sheila. Jeffery turned up his nose in agreement.
"Can you understand why people depend on 'nasty medicine'?" Sheila shook her head no.
"Not as long as they got goodies," Jeffery kind of sang, throwing away a white stick--all that remained of his candy, "and lollipops." ▲
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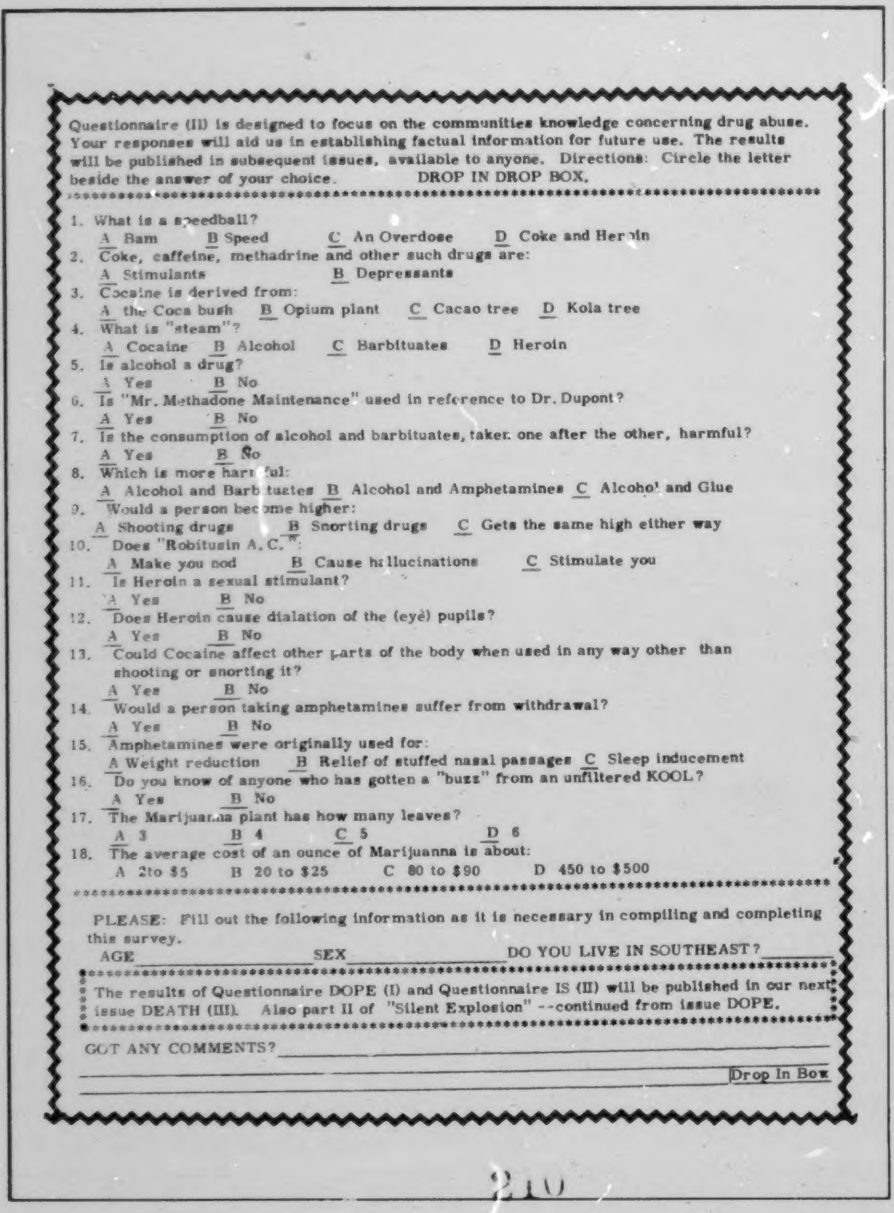

Questionnaire (II) is designed to focus on the communities knowledge concerning drug abuse. Your responses will aid us in establishing factual information for future use. The results will be published in subsequent issues, available to anyone. Directions: Circle the letter beside the answer of your choice. DROP IN DROP BOX.

****

1. What is a speedball?
   A Bam B Speed C An Overdose D Coke and Heroin
2. Coke, caffeine, methadrine and other such drugs are:
   A Stimulants B Depressants
3. Cocaine is derived from:
   A the Coca bush B Opium plant C Cacao tree D Kola tree
4. What is "steam"?
   A Cocaine B Alcohol C Barbituates D Heroin
5. Is alcohol a drug?
   A Yes B No
6. Is "Mr. Methadone Maintenance" used in reference to Dr. Dupont?
   A Yes B No
7. Is the consumption of alcohol and barbituates, taken one after the other, harmful?
   A Yes B No
8. Which is more harmful:
   A Alcohol and Barbituates B Alcohol and Amphetamines C Alcohol and Glue
9. Would a person become higher:
   A Shooting drugs B Snorting drugs C Gets the same high either way
10. Does "Robitusin A.C.":
    A Make you nod B Cause hallucinations C Stimulate you
11. Is Heroin a sexual stimulant?
    A Yes B No
12. Does Heroin cause dialation of the (eye) pupils?
    A Yes B No
13. Could Cocaine affect other parts of the body when used in any way other than shooting or snorting it?
    A Yes B No
14. Would a person taking amphetamines suffer from withdrawal?
    A Yes B No
15. Amphetamines were originally used for:
    A Weight reduction B Relief of stuffed nasal passages C Sleep inducement
16. Do you know of anyone who has gotten a "buzz" from an unfiltered KOOL?
    A Yes B No
17. The Marijuana plant has how many leaves?
    A 3 B 4 C 5 D 6
18. The average cost of an ounce of Marijuanna is about:
    A 2to $5 B 20 to $25 C 80 to $90 D 450 to $500

****

PLEASE: Fill out the following information as it is necessary in compiling and completing this survey.

AGE____________ SEX____________ DO YOU LIVE IN SOUTHEAST? ________

The results of Questionnaire DOPE (I) and Questionnaire IS (II) will be published in our next issue DEATH (III). Also part II of "Silent Explosion" --continued from issue DOPE.

GOT ANY COMMENTS? ________________________

________________________ Drop In Box

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"Silent Explosion" --continued from issue DOPE.

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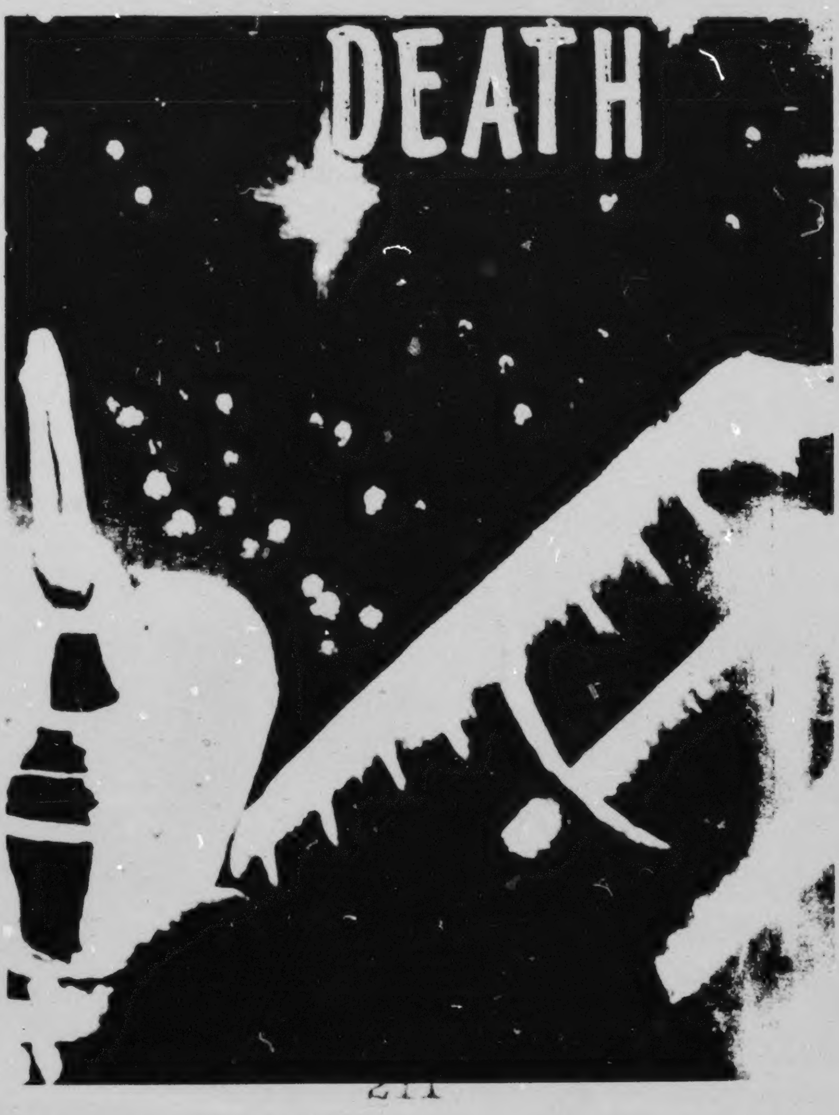
Drop In Box



THE DOPE

DRUG ABUSE: NEWS IN S.E.

A DRUG POEM

From out of nowhere/the little bag came/White like powder/that had a thousand names/Some said it was good/it would relax your mind/Others said it was something/you could hide behind/For some who have tried it/just could not hide/Because they were beginning to lose their pride/Beginning with your first/smoke, snort or hit/You've started something that's hard to quit/There are so many teenagers/on the edge of hope/That messed up their minds/shootin' and snortin' dope/We all say we have/a mind of our own/But in need of some drugs/we will rob our home/You've played the part/of a losing game/Rode a pale white horse/that had a thousand names/Look in your eyes/and see a young old fool/That's tryin' to destroy his life/being real cool/You killed all the love/that came your way/Love was for suckers/drugs was your day/You knew all the angles/and how to score/But all it brought you was aches and a steel door/So if you are a person/who likes to rag/Then back up now/and get off of scag/You tried to beat the system/you chipped now and then/Somewhere you got hooked/but you don't know when/Life is real beautiful/and this you will say/As soon as you can get help /from N. T. A. /They will take you and your friends/with one little ring/And help you all kick/that mean old thing/Our counselor will help you/all get free/if you call our HOT LINE / 347-9593.

By your

N. T. A. DRUGMOBILE EDUCATION TEAM ▲

The DOWN PEOPLE

The scene here is dimly lighted halls, dingy, yellow walls filled with a list of very nasty epitaphs of folks who 'left their names to carry on'. The halls are filled with laughter and loud talking.

"What it look like, baby?"

"Better than you'll ever see."

The place is 'Ana-caustic' Senior High School. And in these same halls, corners, bathrooms,

(continued in next column)

and stairwells slide some brothers and sisters who indulge in some form of drug abuse. Some of these Bros. and Sis. are validictorians, premiere sports figures and just the plain old 'rank and very foul' niggers.

Looking back a bit, we can see how the drug scene of the "down people" has gone through some funky changes. One of the first changes came in the form of Robotussin A. C. which produced a very, powerful 'nod'. "Robo" was very hard to cop this side of the river because the only way you could get it was through a prescrip-

(continued on page 3)

A COUNTER POEM

To solve your drug problems/I've heard people say/addicts should run down to /N. T. A. /If you call 347-9593/you can get drug help/all for free But these are the facts/as they really exist/take heed and read/all the things on our list/White powder dreams/have been many a fools' fate/N. T. A. claims to help/before it's too late/The problem of drugs is full of surprises/but there is a question that somehow arises/"What good do you do to a kid on his own/by snatching his scag and giving Methadone?"/One drug for another/seems stupid to me AND/to top it all off/they dispense the shit free/The junkies are happy and high though, this way/Stuck in a hole COMPLIMENTS OF N. T. A.

An opinion of:

THE DOPE ▲

THE DOPE

2027 Martin Luther King, Jr. Ave. S.E.
678-2767or678-2768 anytime you're ready

Raki Asewape	Editor:photographer
Deborah Gwynn	Journalist:poetist
Barbara Willis	Journalist:poetist
Akida Baye	Journalist:
Enaharo	

Sponsored by the Fredrick Douglass United Community Center.

WEDNESDAY RAP ABOUT A SATURDAY A.D

We were interested in what the Saturday Rap of A. D. A. E. P. was all about and how it was helping the folks in the Anacostia community. So, we decided to do another article.

Speaking with the people about a 'different' program, many questions arose, like: "Who started the Saturday Rap? When did it start? Who directs it? Where does it take place? Is it really helping the community? Is the Saturday Rap just for Saturdays? ...&, c...&, c...&, c...&, c...&, c...

The answers ranged from a frozen smile to an embarrassed frown. But, of course, we didn't want smiles or frowns ... just answers which they could not give us. So, you see, the Saturday Rap is also a b
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The answers ranged from a frozen smile to an embarrassed frown. But, of course, we didn't want smiles or frowns ... just answers which they could not give us. So, you see, the Saturday Rap is also a bomb, but this one is barely ticking. In fact, it is still lying sprawled in black letters on sheets of white paper (called a proposal). The Saturday Rap is only an idea. Yet in A. D. A. E. P.'s most recent pamphlet, "STOP", the program is said to be alive and doing well, when in actuality it has not yet been born.

BUT ...

The Saturday Rap is suppose to be: rap sessions held on Saturdays at the Parkchester Teen Center to help the communities' youth, as well as adults, edge out problems through meaningful conversation.

BUT ...

The Saturday Rap is: still a bomb, yet to explode... tick .... tick ... tick... tick... ▲

This is a selective bibliography of books and articles available at the Martin Luther King, Jr. Library, pertaining specifically to drugs and drug related topics. (We thought you'ld dig it!)

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15) Seymore, Whitney. (Young Are Guilty) Morran: New York 1971
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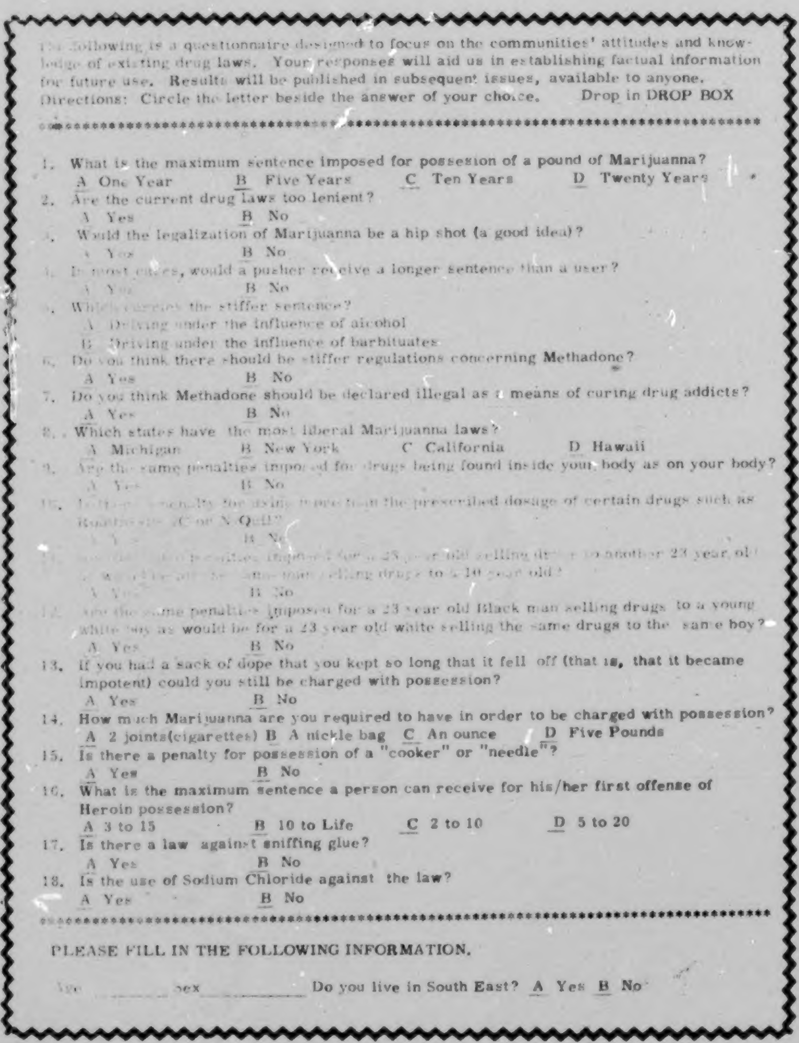
When the KING, Heroin, came, all the 'robo' fiends dropped 'dey jugs. The only thing was that folks had to scrape up enough scratch (5 beans) to get over. It wasn't like the 3 dollar rub jugs. These bros. and sis. were nodding back to another slavery. The KING was doin' it. The bathrooms became/are shooting galleries. The vacant sides of stairwells became/are places where a lot of dope action was going down. Recently, loyal subjects of the KING united to de throne him because they found out that he is for the destruction of life, and they are trying to construct new and peaceful lives ... with the main ingredient being, ... being, ... BLACK-N-US. ▲



The following is a questionnaire designed to focus on the communities' attitudes and knowledge of existing drug laws. Your responses will aid us in establishing factual information for future use. Results will be published in subsequent issues, available to anyone.
Directions: Circle the letter beside the answer of your choice. Drop in DROP BOX

****

1. What is the maximum sentence imposed for possesion of a pound of Marijuanna?
   A One Year B Five Years C Ten Years D Twenty Years
2. Are the current drug laws too lenient?
   A Yes B No
3. Would the legalization of Marijuanna be a hip shot (a good idea)?
   A Yes B No
4. In most cases, would a pusher receive a longer sentence than a user?
   A Yes B No
5. Which carries the stiffer sentence?
   A Driving under the influence of alcohol
   B Driving under the influence of barbituates
6. Do you think there should be stiffer regulations concerning Methadone?
   A Yes B No
7. Do you think Methadone should be declared illegal as a means of curing drug addicts?
   A Yes B No
8. Which states have the most liberal Marijuanna laws?
   A Michigan B New York C California D Hawaii
9. Are the same penalties imposed for drugs being found inside your body as on your body?
   A Yes B No
10. Is there a penalty for using more than the prescribed dosage of certain drugs such as Robitussin AC or N-Quil?
    A Yes B No
11. Are the same penalties imposed for a 23 year old selling drugs to another 23 year old as would be for the same man selling drugs to a 10 year old?
    A Yes B No
12. Are the same penalties imposed for a 23 year old Black man selling drugs to a young white boy as would be for a 23 year old white selling the same drugs to the same boy?
    A Yes B No
13. If you had a sack of dope that you kept so long that it fell off (that is, that it became impotent) could you still be charged with possession?
    A Yes B No
14. How much Marijuanna are you required to have in order to be charged with possession?
    A 2 joints(cigarettes) B A nickle bag C An ounce D Five Pounds
15. Is there a penalty for possession of a "cooker" or "needle"?
    A Yes B No
16. What is the maximum sentence a person can receive for his/her first offense of Heroin possession?
    A 3 to 15 B 10 to Life C 2 to 10 D 5 to 20
17. Is there a law against sniffing glue?
    A Yes B No
18. Is the use of Sodium Chloride against the law?
    A Yes B No

****

PLEASE FILL IN THE FOLLOWING INFORMATION.

Age ________ Sex ____________ Do you live in South East? A Yes B No

8

San Francisco and Dayton

The student reports from San Fra
Dayton, Ohio, will be presented here wit
because neither report lends itself to the
to preceding reports. They must of course
for the sake of completeness, and also be
efforts of HSSP researchers—a great deal
part of the San Francisco group. Howeve
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Dayton students stated: "In order to u
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For this reason, DAC was especially d
not follow through with the actual res
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try to survey high school students o
apparently unable to complete those ef
off to a late start.

Quite the opposite of the Dayton Dru
for Effective Community and Educati
duced a massive report containing sc
statistical accounts. They surveyed h
examined community resources in de
critical analysis whatsoever, producing
from all of their effort.

It should be pointed out that part of t
a long time they could not get any coop
even to permit the conduct of their su

8

Francisco and Dayton

The student reports from San Francisco, California, and Dayton, Ohio, will be presented here without detailed discussion, because neither report lends itself to the kind of scrutiny applied to preceding reports. They must of course be included here, partly for the sake of completeness, and also because they represent the efforts of HSSP researchers—a great deal of effort, in fact, on the part of the San Francisco group. However, the overriding problem was that both groups fell subject to the most common pitfalls of research. The San Francisco students accumulated great quantities of data and statistics without drawing any conclusions as to how one might interpret their wealth of information. The students of the Dayton Drug Project, on the other hand, provided some insightful conclusions without the least support of any validated research.

The ideas espoused by the Dayton group were very much akin to concepts formulated in Madison, Wisconsin, and in El Paso, Texas. Again, the theme was a social context for drug abuse. Dayton students stated: "In order to understand the causes of drug abuse, you have to be willing to look at the social and economic relationships our society is built upon." They went on to demonstrate a good understanding of those causes and a generally fine grasp of the social implications behind drug abuse.

For this reason, DAC was especially disappointed that they did not follow through with the actual research. Their total report consisted of only three pages which indicated that the students did try to survey high school students on drug abuse, but were apparently unable to complete those efforts after having gotten off to a late start.

Quite the opposite of the Dayton Drug Project, Students Allied for Effective Community and Education of San Francisco produced a massive report containing scores of data sheets and statistical accounts. They surveyed high school students and examined community resources in detail. But they made no critical analysis whatsoever, producing no conclusions or ideas from all of their effort.

It should be pointed out that part of their problem was that for a long time they could not get any cooperation from the schools, even to permit the conduct of their survey. The group perceived this negative reaction from the schools as a refusal to admit the existence of a drug problem or to accept responsibility for alleviating it. Nevertheless, the students were able to accumulate a great deal of data in the end, and it is certainly regrettable that they did not put it together in some conceptual way.

DAC must accept some responsibility for the weaknesses of the two reports, as it is obvious in retrospect that greater assistance would probably have benefited both projects significantly. Therefore, DAC has learned its lesson for future youth research; student research groups will inevitably vary in their levels of technical proficiency. For those groups which could use it, DAC should provide close technical assistance throughout any future youth project, making available local research expertise, guidance, or supervision wherever necessary.

Due to the exceptional size of the San Francisco report, it was necessary to eliminate some of the most detailed data prior to publication. Omitted for this reason were: (1) all copies of correspondence submitted with the report; (2) 16 pages citing criminal and civil codes on drug abuse; (3) 26 pages listing community facilities for rehabilitation and treatment; (4) 90 pages of San Francisco's drug education curriculum; and (5) 45 of the 50 pages of summaries of student interviews. These omissions in no way represent an attempt to censor or even edit the report. They were necessary to make it more suitable in size for publication.

STUDENTS ALLIED FOR EFFECTIVE COMMUNITY AND EDUCAT
1228 Page Street
San Francisco, California 94117

> " Some men see things as they
> are and say, why. I dream of
> things that never were and say,
> why not. "
>
> Robert Francis Kennedy
> (1925-1968)

We, as high school-aged people comprise a major
faction in American Society. As emerging young adults
we are directly affected by and subject to the laws,
traditions, and guidelines set forth by our elders, th
so-called "establishment." Yet until this time, we hav
had very little influence upon this society which, in
time, we will be responsible for. This deficit is du
to a number of causes; lack of interest on our part,
lack of voting and financial power, and perhaps the mo
insurmountable of all, the skepticism of those who wie
the tools of influence to implement changes.

With this, our project, we hope to help set a pre
by which other young people may also assume a voice in
society. We have conquered a number of the aforementi
obstacles; we have been recognized and amply funded b
known institution, and the mere existence of this repo
demonstrates the extent of our efforts and interests.
However, whatever benefits are or are not gained from
the studies, surveys, and recommendation we have compi
this report is indicative of a much higher achievement
As young people, we are idealistic in our proposed
solutions. Now we wish to assume our role, in order t
achieve a more perfect society. We dream things that
never were and say, why not.

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> Robert Francis Kennedy
> (1925-1968)

We, as high school-aged people comprise a major faction in American Society. As emerging young adults, we are directly affected by and subject to the laws, traditions, and guidelines set forth by our elders, the so-called "establishment." Yet until this time, we have had very little influence upon this society which, in time, we will be responsible for. This deficit is due to a number of causes; lack of interest on our part, lack of voting and financial power, and perhaps the most insurmountable of all, the skepticism of those who wield the tools of influence to implement changes.

With this, our project, we hope to help set a precedent by which other young people may also assume a voice in society. We have conquered a number of the aforementioned obstacles; we have been recognized and amply funded by a known institution, and the mere existence of this report demonstrates the extent of our efforts and interests. However, whatever benefits are or are not gained from the studies, surveys, and recommendation we have compiled, this report is indicative of a much higher achievement. As young people, we are idealistic in our proposed solutions. Now we wish to assume our role, in order to achieve a more perfect society. We dream things that never were and say, why not.

Drug abuse is a recognized problem of epidemic proportions across the nation. Because the use and abuse of non-prescription drugs is identified predominantly with young people, any valid investigation into this area would have to accurately reflect young people's attitudes towards drugs; an evaluation of the extent and nature of drug usage from the vantage point of young people; an examination of the underlying reasons for drug usage among teenagers. Many of these areas pose questions that only peers can ask ask other high-school-aged people and receive valid answers.

Recognizing the fact that high-school-aged people can provide valuable input on the basis of experience, understanding and systematic research into the drug situation, the Drug Abuse Council established a program to grant awards to groupsof high school-aged people, to be identified and to work with the High School Student Information Center.

Ten grants of $2,500 each were funded over a three month period. At the end of this time, each group was to have compiled its findings intto a report. Areas of investigation included; school drug curriculums, community programs related to drugs; drug laws; and police drug policies; The Drug Abuse council hoped thereby attain constructive evaluations and recommendations for either the improvement of existing drug programs or the development of new ones on the school, community, and/or government leel.

In October 1972, the Student Information Center identified Students Allied For Effective Community and Education to undertake the pilot drug research project. Students Allied for Effective Community and Education was funded by the Drug Abuse Council for the period beginning November 10,1972 and ending February 9,1973.

The organization was funded to do a research/study on the following;

- To define what types and amounts of drugs are being used;
- To examine the reasons underlying drug usage among students;
- to research and alalyze recommendations on school drug curriculums; how school personnel could handle drug users in schools; drug related programs in the community; and statistics and numbers, types and treatment of young people involved in the correction system.

Research and Data collection took various fo

I. A comprehensive in-service trainig w
drug researchers on the following mat
with any other information the consul

  A. Explanation of the basic types
  drugs and amounts commonly us

    1. Over-the-counter drugs
    2. Termed illegal narcotics

  B. How to evaluate and word an a
  attitudal-drug use survey.

  C. Criteria in evaluating existi
  programs

  D. How to effectively research s
  related drug programs

II. Comprehensive oral interviews with h
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basis.

III. Interviews with willing Drug Resourc
and other school personnel.

IV. Interview with Juvenile Hall

The research/study and collection of d
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Research and Data collection took various forms;

I. . . A comprehensive in-service trainig was held for the drug researchers on the following materials along with any other information the consultant offered.

A. Explanation of the basic types of drugs and amounts commonly used.

1. Over-the-counter drugs
2. Termed illegal narcotics

B. How to evaluate and word an accurate attitudal-drug use survey.

C. Criteria in evaluating existing drug programs

D. How to effectively research school-related drug programs

II. Comprehensive oral interviews with high school age people on a voluntary and absolutely anonymous basis.

III. Interviews with willing Drug Resource Teachers and other school personnel.

IV. Interview with Juvenile Hall

The research/study and collection of data was under the philosophy that drug problems does not involve drugs alone, it involves all the social aspects of the person using drugs.

The cosmopolitan nature of San Prqncisco, incorporating diverse economic, social, and ethnic backgrounds, presents a High School-aged population of varied background needing a wide spectrum of drug-related services/programs. To determine the multi-faceted needs of High School-aged people a detailed research/study of thirty-one Junior and Senior High schools was made.

The city of San Francisco is located in the State of California. The population of the city of San Francisco in 1970 was 715, 674 with a racial composition of: Whites 512, 902 (71.7%); Blacks 95, 845 (13.4%); Other races 106, 927 (14.9%). The Spanish-American Ethnic group (also counted primarily in the white race but included some Black and Other Races) accounted for 101, 901 (14.2 % of the population). Persons of foreign stocks made up 317, 045 (44.3%) of the total population.*

Racial group	Number* Total	Male	Female
Total, All Races	715, 674	345, 680	369, 994
White	511, 186	244, 106	267, 080
Black	96, 078	46, 767	49, 311
American Indian	2, 900	1, 453	1, 447
Japanese	11, 705	5, 144	6, 561
Chinese	58, 696	30, 084	28, 612
Filipino	24, 694	12, 938	11, 756
Hawaiian	1, 018	559	519
Korean	1, 216	518	698
Other	8, 121	4, 111	4, 010
Ethnic Group (4th count data)			
Spanish-American	101, 901	49, 190	52, 711

Pending the calendar year 1969, one-half of the families in the area received under $10, 502 per year. Some 16, 328 (19.9% of the families) received less than the property level while 44, 899 (27.2%) received more than $15, 000. One-half of the Unrelated Individuals received less than $4, 282; 40, 051 (23.3% of these individuals) were below the property level, while 6, 781 (13.2%) had incomes over $15, 000. Median white family income was $11, 146 compared with $9, 984 for other races and 9, 497 for Spanish-Americans.*

Families below poverty levels received a mean income of $1, 710 in 1969; 30.1% of the poverty families received Public Assistance Income. Of the peverty families, 7, 200 (44.1%) were headed by women.

In San Francisco, of the total population, over twenty-five (25) years old, 175, 382 (38.2%) had less than a High School Education. However, 61.8% had graduated from High School and 16.7% were college graduates. One-half of the white population in this age group had at least 12.6 years of education, compared

with 11.8 years for Blacks, 12.2 for other rqces
for Spanish-Americans.

School enrollment rates for persons 16-21
51.9% for the white population, 48.0% for Blacks
Races, and 55.3% for Spanish-Americans. Of the p
years old, some 31, 432 (45.5%) were not enrolle
this total, 22, 931 were High School graduates a
school drpp-outs. About 29.7% of the graduates a
drop-outs were unemployed or not in the labor fo

The area of research/study, the San Franc
School District, secondary level of education, h
of approximately 38, 662 students and approximat
certified personnel. These personnel are the pri
principal, full time substiture, Department head
teacher.

The schools invistigated and its racial d
attending the San Francisco Unified School Distr

SENIOR HIGH SCHOOLS**

SCHOOLS	WHITE SS	WHITE OW	N/B	NON C
Abraham Lincoln	118	1,407	601	118
%	4.9	58.5	25.0	4.9
Balboa	492	639	918	41
%	21.0	27.3	39.2	1.8
Eugene McAtteer	29	347	409	24
%	3.3	39.0	46.0	2.7
Galileo	121	426	594	1.261
%	4.7	16.6	23.1	
G. Washington	121	987	550	939
%	4.1	33.5	18.7	31.9
Lowell	190	1,383	270	957
%	6.2	44.8	8.8	31.0
Mission	966	539	634	64
%	37.5	20.9	24.6	2.5

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	Number*	
	Male	Female
674	345, 680	369, 994
186	244, 106	267, 080
078	46, 767	49, 311
900	1, 453	1, 447
705	5, 144	6, 561
696	30, 084	28, 612
694	12, 938	11, 756
018	559	519
216	518	698
121	4, 111	4, 010
ta)		
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School enrollment rates for persons 16-21 years old were 51.9% for the white population, 48.0% for Blacks, 76.6% for Other Races, and 55.3% for Spanish-Americans. Of the population 16-21 years old, some 31, 432 (45.5%) were not enrolled in school. Of this total, 22, 931 were High School graduates and 8, 501 were school drpp-outs. About 29.7% of the graduates and 57.1% of the drop-outs were unemployed or not in the labor force.*

The area of research/study, the San Francisco Unified School District, secondary level of education, has a population of approximately 38, 662 students and approximately 2, 413 certified personnel. These personnel are the principal, assistant principal, full time substiture, Department head, and the special teacher.

The schools invistigated and its racial distribution attending the San Francisco Unified School District are as follows,

SENIOR HIGH SCHOOLS**

SCHOOLS	WHITE		NONWHITE		
	SS	OW	N/B	C	J
Abraham Lincoln	118	1,407	601	118	31
%	4.9	58.5	25.0	4.9	1.3
Balboa	492	639	918	41	8
%	21.0	27.3	39.2	1.8	.3
Eugene McAtteer	29	347	409	24	6
%	3.3	39.0	46.0	2.7	.7
Galileo	121	426	594	1,261	14
%	4.7	15.6	23.1		.
G. Washington	121	987	550	939	215
%	4.1	33.5	18.7	31.9	7.3
Lowell	190	1,383	270	957	104
%	6.2	44.8	8.8	31.0	3.4
Mission	966	539	634	64	6
%	37.5	20.9	24.6	2.5	.2

SCHOOLS	WHITE		NONWHITE		
	SS	OW	N/B	C	J
H. Hoover	86	804	215	172	36
%	6.1	56.7	15.2	12.1	2.5
H. MAnn	621	161	96	34	1
%	61.5	16.0	9.5	3.4	.1
J. Denman	159	236	636	22	9
%	13.2	19.6	52.8	1.8	.7
James Lick	344	473	67	50	9
%	33.0	45.4	6.4	4.8	.9
L. Burbank	304	451	293	53	2
%	24.3	36.1	23.5	4.2	.2
Marina	39	413	79	871	15
%	2.7	28.1	5.4	59.2	1.0
Opportunity	33	49	37	4	0.0
%	25.4	37.7	28.5	3.1	0.0
Pelton	16	15	901	5	0.0
%	1.7	1.5	93.0	.5	0.0
Portola	136	191	623	33	7
%	12.6	17.6	57.5	3.1	.6
Potrero Hill	138	291	269	15	0.0
%	18.3	38.5	35.6	2.0	0.0
Presidio	62	569	252	513	125
%	3.8	34.9	15.4	31.4	7.7
Roosevelt	33	344	251	279	43
%	3.3	33.9	24.8	27.5	4.2
Unity	22	29	47	3	0.0
%	21.6	28.4	46.1	2.9	0.0
Visitacion Valley	143	224	360	68	8
%	16.0	25.0	40.1	7.6	.9
TOTAL	2,635	5,853	6,021	3,296	315
%	13.4	29.7	30.6	16.7	1.6

SCHOOLS	WHITE		NO
	SS	OW	N/B
Opportunity I	44	108	32
%	21.2	51.9	15.4
Opportunity II	27	57	41
&	18.4	38.8	27.9
Woodrow Wilson	159	254	1,077
&	9.7	15.5	65.6

"Continuation School"
(includes grades 9-12)

Samuel Gompers	222	72	96
%	39.7	12.9	12.9

Vocational High School and Technical Inst.

John O'Connell Day	221	273	64
%	36.3	44.8	10.5
TOTAL	2.710	6,492	5,262
%	13.6	32.5	26.3

*All percentages in this report are rounded o
tolerance of 99.9-100.1%.

SCHOOLS			
A. P. Giannini	76	744	215
%	5.8	56.9	16.4
Aptos	54	584	511
%	4.5	44.3	42.3
Benjamin Franklin	6	9	81o
%	.7	1.0	93.9
Everett	354	241	319
%	28.1	19.1	25.3
Francisco	9	75	40
%	.8	7.0	3.7

STUDENT

	HITE	NONWHITE		
	OW	N/B	C	J
	804	215	172	36
	56.7	15.2	12.1	2.5
	161	96	34	1
	16.0	9.5	3.4	.1
	236	636	22	9
	19.6	52.8	1.8	.7
	473	67	50	9
	45.4	6.4	4.8	.9
	451	293	53	2
	36.1	23.5	4.2	.2
	413	79	871	15
	28.1	5.4	59.2	1.0
3	49	37	4	0.0
4	37.7	28.5	3.1	0.0
	15	901	5	0.0
	1.5	93.0	.5	0.0
	191	623	33	7
	17.6	57.5	3.1	.6
	291	269	15	0.0
	38.5	35.6	2.0	0.0
	569	252	513	125
	34.9	15.4	31.4	7.7
	344	251	279	43
	33.9	24.8	27.5	4.2
	29	47	3	0.0
	28.4	46.1	2.9	0.0
	224	360	68	8
	25.0	40.1	7.6	.9
	5,853	6,021	3,296	315
	29.7	30.6	16.7	1.6

220

SCHOOLS	WHITE		NONWHITE		
	SS	OW	N/B	C	J
Opportunity I	44	108	32	9	4
%	21.2	51.9	15.4	4.3	1.9
Opportunity II	27	57	41	17	
%	18.4	38.8	27.9	11.6	
Woodrow Wilson	159	254	1,077	42	4
%	9.7	15.5	65.6	2.6	.2
"Continuation School" (includes grades 9-12)					
Samuel Gompers	222	72	96	5	
%	39.7	12.9	12.9	17.2	.9
Vocational High School and Technical Inst.					
John O'Connell Day	221	273	64	11	
%	36.3	44.8	10.5	1.8	
TOTAL	2.710	6,492	5,262	3,579	397
%	13.6	32.5	26.3	17.9	2.0

*All percentages in this report are rounded off permitting a tolerance of 99.9-100.1%.

SCHOOLS					
A. P. Giannini	76	744	215	142	32
%	5.8	56.9	16.4	10.9	2.4
Aptos	54	584	511	61	13
%	4.5	44.3	42.3	5.1	1.1
Benjamin Franklin	6	9	810	2	11
%	.7	1.0	93.9	.2	1.3
Everett	354	241	319	50	1
%	28.1	19.1	25.3	4.0	.1
Francisco	9	75	40	919	3
%	.8	7.0	3.7	85.4	.3

221

SENIOR HIGH SCHOOLS*

SCHOOL	NONWHITE K	AI	F	ONW	TOTAL
Abraham Lincoln	13	7	62	47	2,404
%	.5	.3	2.6	2.0	100.0
Balboa		1	145	97	2.341
%			6.2	4.1	99.9
Eugene McAteer Staging Site	1	2	63	8	889
%	.1	.2	7.[illegible]	.9	100.0
Galileo	7	3	89	59	2,574
%	.3	.1	3.5	2.3	100.1
George Washington	14	1	78	42	2,947
%	.5	.0	2.6	1.4	100.0
Lowell	4	4	122	49	3,083
%	.1	.1	4.0	1.6	100.0
Mission	3	11	268	84	2.575
%	.1	.4	10.4	3.3	99.9
Opportunity I		2	8	1	218
%		1.0	3.8	.5	100.0
Opportunity II		1	2	2	147
%		.7	1.3	1.3	100.0
Woodrow Wilson	11	1	65	28	1,641
%	.7	.0	4.0	1.7	100.0
"Continuation School" (includ Grades 9-12)					
Samuel Gompers	6	1	69	16	559
%	1.1	.2	12.3	2.9	100.1
Vocational High School and Technical Institute					
John O'Connell Day		5	21	14	609
%		.8	3.4	2.3	99.9
TOTAL	59	39	992	447	19.977
%	.3	.2	5.0	2.2	100.0

*All percentages in this report are rounded off permitting a tolerance of 99.9-100.1%

JUNIOR HIGH SCHOOLS

SCHOOL	K	AI	NONW F
A.P. Giannini	6	4	65
%	.5	.3	5.0
Aptos	5	1	20
%	.4	.1	1.6
Benjamin Franklin			
%			15 1.7
Everett	2	12	232
%	.2	1.0	18.4
Francisco			23
%			2.1
Herbert Hoover	12		66
%	.8		4.7
Horace Mann	1	2	63
%	.1	.2	6.2
James Denman	2	1	114
%	.2	.1	9.5
James Lick	6	3	72
%	.6	.3	6.9
Luther Burbank	2	5	118
%	.2	.4	9.4
Marina	4		18
%	.3		1.2
Opportunity			3
%			2.3
Pelton			3
%			.3
Potrero Hill		3	
%		.4	

HIGH SCHOOLS*

		NONWHITE		
	AI	F	ONW	TOTAL
3	7	62	47	2,404
5	.3	2.6	2.0	100.0
	1	145	97	2.341
		6.2	4.1	99.9
1	2	63	8	889
1	.2	7.1	.9	100.0
7	3	89	59	2,574
3	.1	3.5	2.3	100.1
4	1	78	42	2,947
5	.0	2.6	1.4	100.0
4	4	122	49	3,083
1	.1	4.0	1.6	100.0
3	11	268	84	2.575
1	.4	10.4	3.3	99.9
	2	8	1	218
	1.0	3.8	.5	100.0
	1	2	2	147
	.7	1.3	1.3	100.0
1	1	65	28	1,641
7	.0	4.0	1.7	100.0
6	1	69	16	559
1	.2	12.3	2.9	100.1

d Technical Institute

	AI	F	ONW	TOTAL
	5	21	14	609
	.8	3.4	2.3	99.9
9	39	992	447	19.977
3	.2	5.0	2.2	100.0

report are rounded off permitting
%

JUNIOR HIGH SCHOOLS

SCHOOL	NONWHITE				
	K	AI	F	ONW	TOTAL
A.P. Giannini	6	4	65	24	1,308
%	.5	.3	5.0	1.8	100.0
Aptos	5	1	20	6	1,205
%	.4	.1	1.6	.5	100.0
Benjamin Franklin					
%			15	10	863
			1.7	1.2	100.0
Everett	2	12	232	49	1,260
%	.2	1.0	18.4	3.9	100.1
Francisco			23	7	1,076
%			2.1	.7	100.0
Herbert Hoover	12		66	28	1.419
%	.8		4.7	2.0	100.1
Horace Mann	1	2	63	30	1,009
%	.1	.2	6.2	3.0	100.0
James Denman	2	1	114	25	1,204
%	.2	.1	9.5	2.1	100.0
James Lick	6	3	72	17	1,041
%	.6	.3	6.9	1.6	99.9
Luther Burbank	2	5	118	21	1,249
%	.2	.4	9.4	1.7	100.0
Marina	4		18	31	1,470
%	.3		1.2	2.1	100.0
Opportunity			3	4	130
%			2.3	3.1	100.1
Pelton			3	29	969
%			.3	3.0	100.0
Potrero Hill		3		39	755
%		.4		5.2	100.0

JUNIOR HIGH SCHOOLS**

SCHOOL	NONWHITE				
	K	AI	F	ONW	TOTAL
Presidio	8	2	67	34	1,632
%	.5	.1	4.1	2.1	100.0
Roosevelt	9		39	16	1,014
%	.9		3.8	1.6	100.0
Unity			1	-	102
%			1.0	..	100.0
Visitacion Valley			75	18	896
%			8.4	2.0	100.0
Total	58	33	1,051	423	19,685
%	.3	.2	5.3	2.1	99.9

During the months of November, December, January and Rebruary research data was collected by the drug committee of the organization attending the San Francisco Unified School District Secondary level of Education. The committee developed questions to evaluate the dommunity drug-related programs, student drug interviews. The student interviews involved one hundred oral intervies. Interviews with school personnel regarding drug-related programs in the SFUSD, in the city of San Francisco.

The research/study through various methods produced detailed information in the following areas. (specific details of the research/study are found in the suceeding pages of the report.)

- Variety of drugs used in the high schools
- Students attitudes regarding the subject of drugs and drug usage
- Techniques, competence to cope with the drug problem by school personnel
  - A) Teachers
  - B). Counselors
  - C) Administrators

- The Drug Curriculum
- Multitude of Facilities both rehabilitat
  Counseling, available for high school ag
  existing in the county of San Francisco.

The report produced detailed information fro
teachers, administrators, Community organizations
users regarding the subject of drugs usage by Hig
age people.

The following report is compiliation of mat
collaboration of documentaries, testimonies, inte
statements generated by the concerned populace of

We, at Students Allied for Effective communi
Education hope through this three month research
establish a mechanism in which development of dru
and alleviation of the "drug scene" will occur.

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* Summary Manpower InDicators for San Francisco
California. U.S. Department of Labor, Manpow
Region IX.

** SFUSD Selected Data For Study in the Challen
A Better Racial Balance in the San Francisco
School, 1972-1973, William L. Cobb.

STUDENT

JUNIOR HIGH SCHOOLS**

		NONWHITE		
K	AI	F	ONW	TOTAL
8.	2	67	34	1,632
.5	.1	4.1	2.1	100.0
9		39	16	1,014
.9		3.8	1.6	100.0
		1	-	102
		1.0	..	100.0
		75	18	896
		8.4	2.0	100.0
8	33	1,051	423	19,685
3	.2	5.3	2.1	99.9

ths of November, December, January and
ata was collected by the drug committee
attending the San Francisco Unified School
level of Education. The committee developed
ate the dommunity drug-related programs,
iews. The student interviews involved
tervies. Interviews with school personnel
ted programs in the SFUSD, in the city

tudy through various methods produced
n in the following areas. (specific
arch/study are found in the suceeding pages

drugs used in the high schools

ttitudes regarding the subject of
drug usage

, competence to cope with the
em by school personnel

Teachers

Counselors

Administrators

- The Drug Curriculum
- **Multitude of Facilities both rehabilitation, Counseling, available for high school age existing in the county of San Francisco.**

The report produced detailed information from students, teachers, administrators, Community organizations, and drug users regarding the subject of drugs usage by High school age people.

The following report is compilation of materials, collaboration of documentaries, testimonies, interviews and statements generated by the concerned populace of San Francisco.

We, at Students Allied for Effective community and Education hope through this three month research/study can establish a mechanism in which development of drug programs and alleviation of the "drug scene" will occur.

---

* Summary Manpower InDicators for San Francisco, Place in California. U.S. Department of Labor, Manpower Administration Region IX.

** SFUSD Selected Data For Study in the Challenge to Effect A Better Racial Balance in the San Francisco Public School, 1972-1973, William L. Cobb.

COMMUNITY DRUG FACILITIES

Conclusions:

1) There is a multitude of services available to the addict or drug user who desires counseling or treatment. In addition to a complex network of Community Mental Health Centers which offer treatment, referrals, and counseling, there are many private organizations which offer one or all of the following services:

A. Detoxification (with drugs or "cold turkey")

B. Methadone

C. Counseling (group or individual--Synanon-type confrontation or supportive)

D. Therapeutic Drug Communities--offering supportive, family-type situations for helping the user or addict overcome his problems.

E. Referrals

G. Psychiatric evaluation and help

H. Drug information and education

2) A large percentage of these facilities cater only to those who are over 18 and in a few cases 16. Methadone will not be administered to those under 18 by state law. Most treatment facilities will not treat minors unless they are emancipated.* Counseling is generally available to anybody, regardless of age as are most forms of "cold-turkey" detoxification.

*officially, at any rate. Some will treat minors "on the sly."

Students Allied For Effective Community and
1228 Page Street
San Francisco, California 94117

The organization Students Allied for Effectiv
and Education has been granted by the High School
Center and the National Drug Abuse Council $2,500.
to February 9, 1973 for a drug research project.
is a composition of students that are of secondary
San Francisco Unified School District. It is pres
organized by secondary level students attending th
The purpose of the research is as follows;

1) To define what ypes and amounts of drugs

2) To examine the reasons underlying drug us

3) To research, analyze and make recommendat
drug curriculum; how school personnel could handle
the schools; drug related programs in the communi
and statistics on types and treatment programs in
related to drugs; Statistics and numbers on types
of young people involved in the correction system.
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The Attitudal-Drug use questionnaire was comp
organization through the help of Mr. Donald Jay Pe
Analyst, Drug Education Training Task Force For th
In the San Francisco Unified School District Mr. D
San Francisco Unified School District Drug Educati

The following methods are proposed to be foll
Drug Attidual-Drug use questionnaire. The target a
five percent (5%) of the gross enrollment per scho
schools will be in the project. Abraham Lincoln H
Galileo, G. Washington, Lowell, McAteer (Poly),
J. O'Connell, Opportunity I, Opportunity II, Samue
A.P. Giannini, Aptos, B. Franklin, Everrett, Franci
H. Mann, J. Denman, J. Lick, L. Burbank, Marina,
Potrero Hill, Presidio, Roosevelt, Unity, Visitati
Opportunity I. These are the schools, both junior
High schools involved in the survey.

DRUG FACILITIES

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who desires counseling or treatment.

nplex network of Community Mental

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re many private organizations which

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Students Allied For Effective Community and Education
1228 Page Street
San Francisco, California 94117

The organization Students Allied for Effective Community and Education has been granted by the high School Student Information Center and the National Drug Abuse Council $2,500.00 from November 10 to February 9, 1973 for a drug research project. The organization is a composition of students that are of secondary level in the San Francisco Unified School District. It is presently managed and organized by secondary level students attending the district. The purpose of the research is as follows;

1) To define what ypes and amounts of drugs are being used.

2) To examine the reasons underlying drug usage among students

3) To research, analyze and make recommendations on school drug curriculum; how school personnel could handle drug users in the schools; drug related programs in the community; and number and statistics on types and treatment programs in the community. related to drugs; Statistics and numbers on types and treatment of young people involved in the correction system. Through Inservice training, surveys and interviews this information will be gathered, compiled and evaluated.

The Attitudal-Drug use questionnaire was compiled by the organization through the help of Mr. Donald Jay Peterson, Junior Analyst, Drug Education Training Task Force For the State of California. In the San Francisco Unified School District Mr. Eugene Huber San Francisco Unified School District Drug Education Administrator.

The following methods are proposed to be followed regarding the Drug Attidual-Drug use questionnaire. The target area would be five percent (5%) of the gross enrollment per school. The following schools will be in the project. Abraham Lincoln High School, Balboa Galileo, G. Washington, Lowell, McAteer (Poly), Mission, W. Wilson, J. O'Connell, Opportunity I, Opportunity II, Samuel Gompers, A.P. Gianini, Aptos, B. Franklin, Everett, Francisco, H. Hoover H. Mann, J. Denman, J. Lick, L. Burbank, Marina, Pelton, Portola, Potrero hill, Presidio, Roosevelt, Unity, Visitation Valley, Opportunity I. These are the schools, both junior highs and Senior High schools involved in the survey.

SENIOR HIGH SCHOOL SURVEY ESTIMATE

School	Gross Enrollment	Survey of 5% of Gross Enrollment
A. Lincoln	2401	120
Balboa	2333	107
Galileo	2551	128
G. Washington	2945	147
Lowell	3082	154
McAteer (Poly)	877	44
Mission	2666	133
W. Wilson	1603	80
J.O'Connell	600	30
OpportunityI	210	11
Opportunity II	150	8
Samuel Gompers	549	28
TOTAL	19,967	960

JUNIOR HIGH SCHOOL SURVEY ESTIMATE

School	Gross Enrollment	Survey of 5% of Gross Enrollment
A.P. Gianini	1308	65
Aptos	1200	60
B. Franklin	798	40
Everett	1243	62
Francisco	1069	53
H. Hoover	1427	71
H. Mann	1007	50
J. Denman	1094	55
J. Lick	1041	52
L. Burbank	1249	62
Marina	1470	74
Pelton	972	49
Portola	1076	54
Potrero Hill	771	39
Presidio	1618	81
Roosevelt	1031	52
Unity	101	5
V. Valley	897	45
Opportunity I	131	7
TOTAL	19,503	986

Through the help of Mr. Eugene Huber in the Distri
Drug Resource Teacher in the school site participa
selected randomly. The following classes are th
for the attitudal-drug use questionsire. English,
are target areas of the survey. The surveys will
the drug abuse resource teacher in each target sch
help of the project director of Students Allied fo
Community and Education the surveys will be passed
class (es). In the selected target class the teac
wheter she would like to **aid us** in getting the su
and passed out. The class teacher will respond wh
wishes her or his class to be a part of the sampli
responsive, We will give her the amount of surveys
class.

The following instruction will be given to th
Please read the letter aloud to the students addre
This letter is to be found in front of each survey
the questions as best as you can. Please do not w
Name or School. Any identifying clue as to the na
or the school would make the survey invalad. Afte
completed, Please bring the completed survey to th
After the completion and its at the main office a
organization will collect the completed forms. Th
thrown into a box and will be tallied by the commi
District then will be informed about the findings
San Francisco Unified School District Sampling.

Simultaneously an intervies of the Drug resou
School head counselor, and the Principal would be
regarding the following materials.

I. Schools Drug Education

A. Drug Education

1. Is there any?
2. Who teaches it? (phy.ed, health,
   a. What kind of training do they
      to be a drug education teache
      qualifications?
3. How extensive of a program is it
   one hour per week, etc.)? Is it
4. What materials are used? (books,
   Who writes it?
5. Your evaluation of your school dr
6. Where is it lacking? Where is it

SURVEY ESTIMATE

s ment	Survey of 5% of Gross Enrollment
	120
	107
	128
	147
	154
	44
	133
	80
	30
	11
	8
	28
	960

SURVEY ESTIMATE

s ment	Survey of 5% of Gross Enrollment
	65
	60
	40
	62
	53
	71
	50
	55
	52
	62
	74
	49
	54
	39
	81
	52
	5
	45
	7
	986

Through the help of Mr. Eugene Huber in the District and the Drug Resource Teacher in the school site participants will be selected randomly. The following classes are the target area for the attitudal-drug use questionaire. English, Social Sciences are target areas of the survey. The surveys will be given to the drug abuse resource teacher in each target school. With the help of the project director of Students Allied for Effective Community and Education the surveys will be passed out to the target class (es). In the selected target class the teacher will be asked wheter she would like to aid us in getting the survey answered and passed out. The class teacher will respond wheter she or he wishes her or his class to be a part of the sampling. If she or he is responsive, We will give her the amount of surveys needed for her class.

The following instruction will be given to the class teacher. Please read the letter aloud to the students addresing the students. This letter is to be found in front of each survey. Answer the questions as best as you can. Please do not write your Name or School. Any identifying clue as to the name of the individual or the school would make the survey invalad. After the survey is completed, Please bring the completed survey to the main office. After the completion and its at the main office a member from our organization will collect the completed forms. The surveys will be thrown into a box and will be tallied by the committee. The District then will be informed about the findings of survey as San Francisco Unified School District Sampling.

Simultaneously an intervies of the Drug resource teacher, School head counselor, and the Principal would be conducted regarding the following materials.

I. Schools Drug Education

   A. Drug Education

      1. Is there any?
      2. Who teaches it? (phy.ed, Health, Education teacher)
         a. What kind of training do they have in order to be a drug education teacher? What are their qualifications?

      3. How extensive of a program is it (one semester, one hour per week, etc.)? Is it required?
      4. What materials are used? (books, movies, etc) Who writes it?
      5. Your evaluation of your school drug curriculum.
      6. Where is it lacking? Where is its strong points?

Page 3

II. School Policies on Drug use and/or Drug users

A. Confidentiality

1. Are counselors and other school personnel required by school regulations to divulge information what a student might tell them about personnel drug use?

2. Is there a local law exempting school counselors from testifying in a trial concerning confidential information given to the scounselor by a student?

B. Locker Search

1. What is the schools'policy on locker search?

2. Does your school have locker search? If so how often?

3. Where do school officials get their information on when to search lockers and which lockers to search?

C. Police and school relationship on the drug issue

Does the school have undercover narcotic agents?

2. Does the school have reqular police? do they carry weapons?

3. what happens to drug offenders? (are they suspended, expelled, arrested, etc.?)

D. School Counselors

1. Do they deal with studens on the drug issue or od they refer them to someon else? Who?

2. What is their training to deal with high school age people on the drug issue?

The questions above are the guidelines of the oral indepth interview with the Drug Resource Teachers and school personnels. Each person interviewed has the right to refuse or to' participate. The process of the interview will be writtenly recorded or taped. The interview will be conducted by a member of the organization on the Drug committee. He or She will be of high school age.

Page 4

The following is a tentative schedule o
completion of the Attitutal-drug -use questi
Dates befor ethe actual interview and comple
the time that the surveys be distributed to
class teacher.

During the week of January 26, 1973 contacts
Drug Resource Teachers, and school site clas
be made. On January 29 to February 7, 1973
target schools will be interviewed and surve

Tentative school site appoitnment.

Abraham Lincoln High school
A.P. Gianini Junior High school
Herbert Hoover Junior High School

George Washington High School
Roosevelt Junior High School
Presidio Junior High School

Galileo High School
Francisco Junior High School
Marina Junior High School

Mc Ateer(Poly) High School
Benjamin Franklin Junior High School
Luther Burbank Junior High School
Visitation Valley Junior HIgh School

Mission High School
Everrett Junior High School
Horrace Mann Junior HIgh School

Lowell High School
Aptos Junior High School
James Denman Junior High school

Balboa High School
James Lick Junior High School
Unity Junior HIgh School
Opportunity I

Opportunity II
Samuel Gompers
Pelton
POtrero Hill
Portola

ug use and/or Drug users

s and other school personnel
chool regulations to divulge
hat a student might tell
rsonnel drug use?

cal law exempting school
om testifying in a
ing confidential information
scounselor by a student?

chools'policy on locker

ool have locker search? If so

ol officials get their information
arch lockers and which lockers

relationship on the drug issue

have undercover narcotic agents?

ool have reqular police?
y weapons?

to drug offenders? (are they
xpelled, arrested, etc.?)

with studens on the drug issue
efer them to someon else? Who?

r training to deal with high school
n the drug issue?

e guidelines of the oral indepth
source Teachers and school personnels.
s the right to refuse or to'
of the interview will be writtenly
terview will be conducted by a
on the Drug committee. He or
age.

The following is a tentative schedule of interviews and completion of the Attitutal-drug -use questionnaire. The Dates befor ethe actual interview and completion will be the time that the surveys be distributed to the school site class teacher.

During the week of January 26, 1973 contacts with the Drug Resource Teachers, and school site class teachers will be made. On January 29 to February 7, 1973 the following target schools will be interviewed and surveys completed.

Tentative school site appoitnment.

Abraham Lincoln High school	January 29
A.P. Gianini Junior High school	
Herbert Hoover Junior High School	
George Washington High School	January 30
Roosevelt Junior High School	
Presidio Junior High School	
Galileo High School	January 31
Francisco Junior High School	
Marina Junior High School	
Mc Ateer(Poly) High School	February 1
Benjamin Franklin Junior High School	
Luther Burbank Junior High School	
Visitation Valley Junior HIgh School	
Mission High School	February 2
Everrett Junior High School	
Horrace Mann Junior HIgh School	
Lowell High School	February 5
Aptos Junior High School	
James Denman Junior High school	
Balboa High School	February 6
James Lick Junior High School	
Unity Junior HIgh School	
Opportunity I	
Opportunity II	February 7
Samuel Gompers	
Pelton	
POtrero Hill	
Portola	

As man begins to understand the intricate process of learning, man is discovering that needs exist which can only be met by new methods. However, during the past decade, educators, the young and old have recognized the tremendous difficulty in creating changes in, and alternatives to, the present educational system.

The educational system is viewed by many as the primary mechanisms for learning. Therefore formal education is a primary mechanism for teaching drug prevention education. Presently, the question raised is whether school drug abuse education program can effectively deter drug usage both for the short term or long term usage. The accomplishment of approaches employed by the schools seems to have had little or no effect to this point.

The San Francisco Unified School District drug Education program have relied upon the legal and medical approaches to deter drug usage. Under the credence of the legal aspect, the threat of imprisonment, crimiinalization or other forms of social punishments has been used to discourage drug usage. The credence of the medical aspect, the prospect of physiological or psychological damage as a result of drug abuse is used as the preventant.

Opportunity Junior High School Drug Educat

Opportunity Junior High School is loc
Harrison Street. Its principal is Mr. Har
The school, Opportunity Junior High School
of several bungalows and is quite unnotice
could be termed "unique". It is unique be
is attended by students from all parts of
"problem children." Whether this is true
Secondly the school has a small population
thirty students, therefore personal attetn
by the staff to the students. Thirdly, th
chose to devote their career in teaching a
Junior High School.

Opportunity Junior High school has a
drug education program. Its drug educatio
philosophy is; As much as possible have s
stumulating, personal and exciting to hone
students learn, change their behavior, and
active more with others. Also to have the
question his/her attitudes and actions and
actions of others, and finally to enhance

A drug survey was given to opportunit
school Students to find their attitudes an
survey's result had stated that seventy-ni
of the students had used an "illegal" drug
to Opportunity Junior HIgh School. Sevent
tenths percent (75.4%) had used Reds/and/c
or more time a week prior to coming to th
Forty-three and four tenths percent (43.4%
stated they wanted to continue using reds/
Of the seventy-nine percent (79%) of the
Barbituates prior to entering Opportunity
fifty-three percent (53%) restricted their
Generally drug use at Opportunity Junior
gradually decreasing.

The drug education at the school is a
learning the legal and medical aspects to
part of the drug education are speakers fr
that rap to students about alternatives to
generall after graduation and long term pl
speakers the drug education provides activ
student would or wants to do.

STUDEN

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e credence of the legal aspect,
crimiinalization or other forms of
used to discourage drug usage.
aspect, the prospect of physiological
a result of drug abuse is used as

Opportunity Junior High School Drug Education Program

Opportunity Junior High School is located at 1890 Harrison Street. Its principal is Mr. Harvey Christensen. The school, Opportunity Junior High School is a composition of several bungalows and is quite unnoticeable. The school could be termed "unique". It is unique because the school is attended by students from all parts of the city labeled "problem children." Whether this is true is highly questionable. Secondly the school has a small population of one hundred thirty students, therefore personal attetntion is provided by the staff to the students. Thirdly, the school personnel chose to devote their career in teaching at Opportunity Junior High School.

Opportunity Junior High school has a good,innovating drug education program. Its drug education program's philosophy is; As much as possible have school be interesting, stumulating, personal and exciting to hopefully have students learn, change their behavior, and have students active more with others. Also to have the individual question his/her attitudes and actions and attitudes and actions of others, and finally to enhance self esteem.

A drug survey was given to opportunity Junior High school Students to find their attitudes and drug use. The survey's result had stated that seventy-nine percent (79%) of the students had used an "illegal" drug prior to coming to Opportunity Junior HIgh School. Seventy-five and four tenths percent (75.4%) had used Reds/and/or Barbituates three or more time a week prior to coming to the school. Forty-three and four tenths percent (43.4%) of the students stated they wanted to continue using reds/and/or Barbituates. Of the seventy-nine percent (79%) of the students using Barbituates prior to entering Opportunity Junior High School fifty-three percent (53%) restricted their use to weekends . Generally drug use at Opportunity Junior High School is gradually decreasing.

The drug education at the school is a composition of learning the legal and medical aspects to drugs. A major part of the drug education are speakers from community agencies that rap to students about alternatives to drug usage and generall after graduation and long term planning. Besides speakers the drug education provides activities on what the student would or wants to do.

At the school there are no lockers, therefore there are no locker searches. There aren't any "NARCS" or police on the campus at opportuinty Junior High School.

The student under the influence of drugs is handled as a counseling problem. When a teacher feels that a student is "loaded" the student is removed from class, medically ill and handled as a counseling problem. The student is counseled in a non-punitive manner. But if the student is under the influence of drugs in an aggressive, uncontrollable manner he/she is sent to the office. The office calls to inform the parent of the student. The next steps are counseling gor the student, a referral is made for parent and student (upon their consent). Despite all efforts possible it the student is still uncontrollable the student is asked to exclude (not expell) himself/herself. The student court is the next step. The student courts helps the student and passes judgement on the student. The court usually states that he is hindering the education of his/her friends. The student court functions as a solution that peers will listen to fellow peers. The last effort to solve the students' problem would be to ask an exemption for the student. An exemption is to be temporarily removed from class till he/she the studnet, chooses to return to class.

In talking with students about Opportunity and drugs the following documentaries were stated;

> M.T. "I used to use reds almost everyday while at my other junior high school, but here I have friends.
>
> A.A. " I still take reds, but now I use them on weekends to feel good at parties."
>
> D.S. " I take them mostly on weekends now. I like school, the teachers listen to me and I have more friends now."

To continue to provide alternatives to the individual students we, Students Allied for Effective community and Education recommend that the San Francisco Unified School District needs to strengthen the following area.

Opportunity Junior HIgh School Needs;

Basic material support of
so teachers can get urban im
materials that are more rele
familiar to the urvan enviro

Monetary support for alterna
after school, and during sch
For example; Opportunity Ju
has no budget for;

- Music
- Field Trips
- Job Opportunities
  attending school (t
  are only four (4) p
  provided for the s
  body.
- Experimental projec
  where a teacher see
  problem, projects a
  and materials neces
  and begins the proj
  - Traveling group
  - Gardening projec
  - Animal research
  - Reading and film
  - Reading and phot

there are no lockers, therefore there
ches. There aren't any "NARCS" or police
pportuinty Junior High School.

nder the influence of drugs is handled
oblem. When a teacher feels that a student
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student, a referral is made for parent
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still uncontrollable the student is asked
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The student courts helps the student and
n the student. The court usually states that
he education of his/her friends. The
tions as a solution that peers will listen
The last effort to solve the students'
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ekends to feel good at parties."

ke them mostly on weekends now.
ke school,the teachers listen to
I have more friends now."

vide alternatives to the individual students
for Effective community and Education recommend
isco Unified School District needs to
lowing area.

CIL

Opportunity Junior HIgh School Needs;

Basic material support of classroom so teachers can get urban impact materials that are more relevant and familiar to the urvan environment.

Monetary support for alternative programs after school, and during school activities For example; Opportunity Junior High School has no budget for;

- Music
- Field Trips
- Job Opportunities while attending school (there are only four (4) positions provided for the student-body.
- Experimental projects where a teacher sees a problem, projects a goal and materials necessary and begins the project;
  - Traveling group projects
  - Gardening projects
  - Animal research projects
  - Reading and filmaking
  - Reading and photography,etc.

Lowell High School is the city's "academic school." In order for a person to enter into the Lowell system, boys must have a minimum grade point average of a B or 3.0 The minimum G.P.A. for girls is A- B+, or 3.5 Lowell is described as being over the problem stage regarding the subject of drugs.

The Lowell drug abuse Education program is described; as it is it does not help very much, but we are not sure whether something is there to be helped. Primarily, the Family Living coourses are laughed at, and disliked by the students. In Physical Education there are no facilities available. Movies, text, and newspaper articles are used as teaching aides at Lowell. Students at Lowell are looking for a drug education which is fact-finding and stimulating. Students do not want to deal with teachers.

In the next few pages is a survey taken at Lowell. The results are in succeeding pages.

ORAL IN-DEPTH METHODOLOGY

Early in the project, the in-depth-ora
on a one to one basis was recommended by th
Drug Project Director. In this research/st
competent interviewers contact the subject
basis and within an objective-factual frame
to extort honest direct, and voluntary stra
information. For the purpose of consistenc
interviewer for this project was to be brie
the overall desirable information as noted
pages.

The committee Recommended that;

1. Each interviewer be recommended by the
and be approved by the drug committee.
2. A standard structured set of questions
and used by the interviewer as guidelin
that the following structured guideline
with the committee and project director
pages.
3. The Interview place and time would be d
by the interviewer.
4. Interviews were not to be conducted wit
public schools.
5. With the interview guidelines tackfullu
to survey stucture, each respondent was
to volunteer information that covered t
information without the respondent bein
a formal questioning approach.
6. At the conclusion of each interview, th
was to immedicately write an anectdotal
and exact words were possible generated
interviewer.

The plan called for one hundred oral
This was thought by the committee to be a
to give the desired demographic and grade
Early in the interviews, feedback was indic
interviewers that difficulties were encount

STUDENT

s the city's "academic school."
o enter into the Lowell system,
um grade point average of a B or
for girls is A- B+, or 3.5 Lowell
ver the problem stage regarding

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ation which is fact-finding and
do not want to deal with teachers.
s is a survey taken at Lowell. The
ng pages.

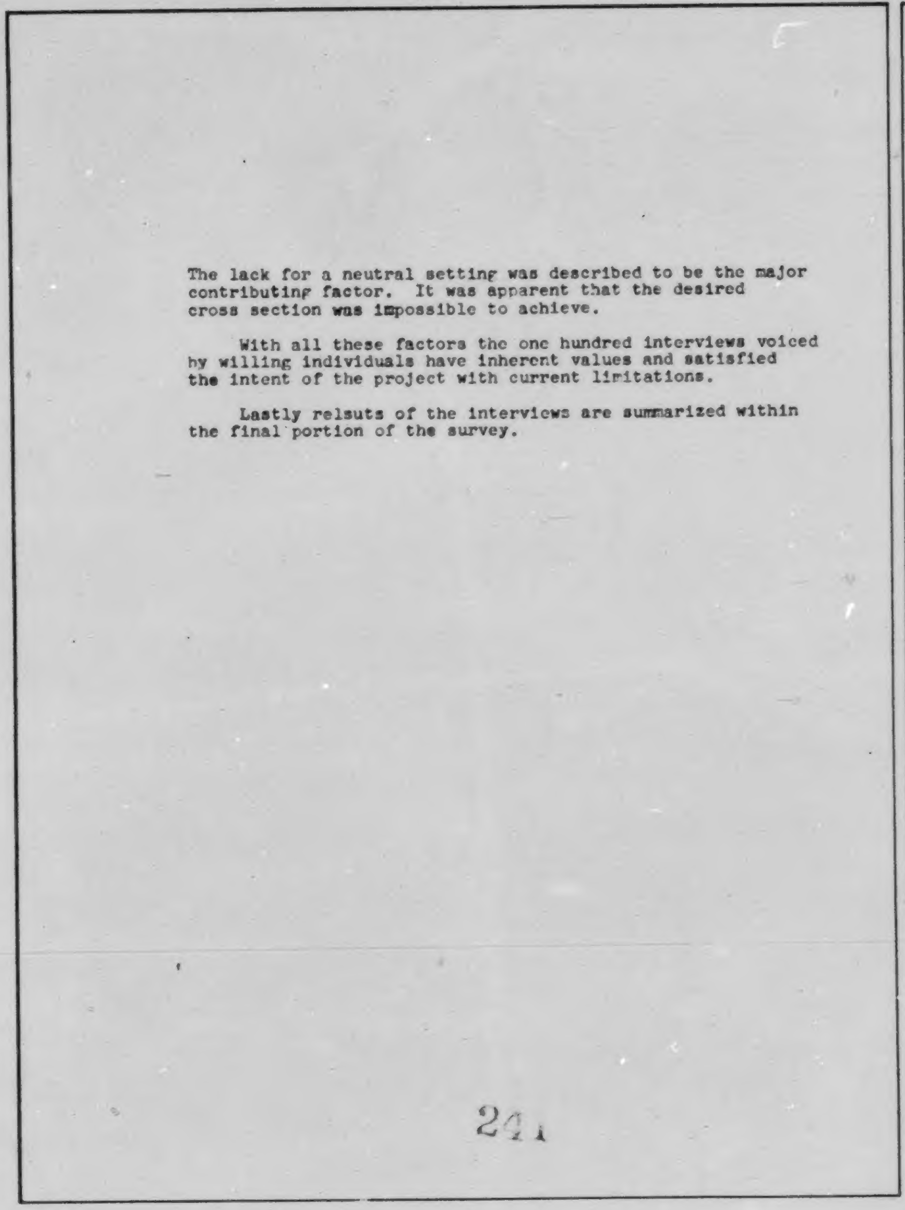
ORAL IN-DEPTH METHODOLOGY

Early in the project, the in-depth-oral interview on a one to one basis was recommended by the organizations Drug Project Director. In this research/study technique, competent interviewers contact the subject on an idividual basis and within an objective-factual framework strive to extort honest direct, and voluntary straight forward information. For the purpose of consistency each interviewer for this project was to be briefed relative to the overall desirable information as noted in the suceeding pages.

The committee Recommended that;

1. Each interviewer be recommended by the project director and be approved by the drug committee.
2. A standard structured set of questions be developed and used by the interviewer as guidelines. Note that the following structured guidelines constructed with the committee and project director in the succeeding pages.
3. The Interview place and time would be determined by the interviewer.
4. Interviews were not to be conducted within the public schools.
5. With the interview guidelines tackfullu witheld as to survey stucture, each respondent was to encouraged to volunteer information that covered the desired information without the respondent being aware of a formal questioning approach.
6. At the conclusion of each interview, the interviewer was to immedicately write an anectdotal account and exact words were possible generated by the interviewer.

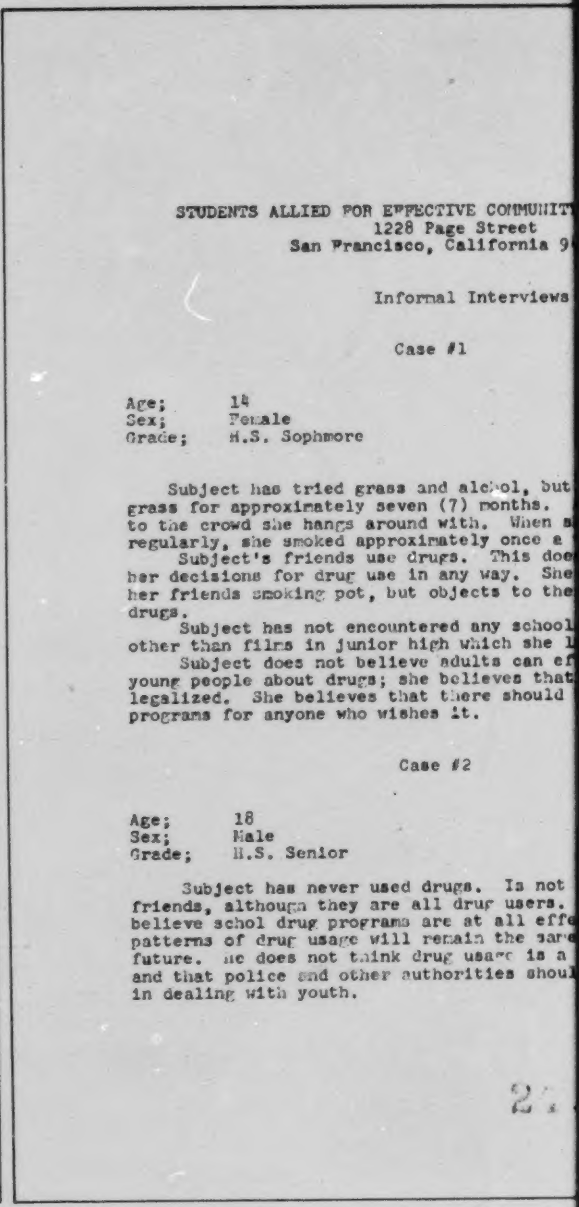
The plan called for one hundred oral interviews. This was thought by the committee to be a sufficient number to give the desired demographic and grade distribution. Early in the interviews, feedback was indicated by the interviewers that difficulties were encountered.



The lack for a neutral setting was described to be the major contributing factor. It was apparent that the desired cross section was impossible to achieve.

With all these factors the one hundred interviews voiced by willing individuals have inherent values and satisfied the intent of the project with current limitations.

Lastly relsuts of the interviews are summarized within the final portion of the survey.



STUDENTS ALLIED FOR EFFECTIVE COMMUNIT
1228 Page Street
San Francisco, California 9

Informal Interviews

Case #1

Age; 14
Sex; Female
Grade; H.S. Sophmore

Subject has tried grass and alchol, but
grass for approximately seven (7) months.
to the crowd she hangs around with. When s
regularly, she smoked approximately once a
Subject's friends use drugs. This doe
her decisions for drug use in any way. She
her friends smoking pot, but objects to the
drugs.
Subject has not encountered any school
other than films in junior high which she l
Subject does not believe adults can ef
young people about drugs; she believes that
legalized. She believes that there should
programs for anyone who wishes it.

Case #2

Age; 18
Sex; Male
Grade; H.S. Senior

Subject has never used drugs. Is not
friends, although they are all drug users.
believe schol drug programs are at all effe
patterns of drug usage will remain the same
future. He does not think drug usage is a
and that police and other authorities shoul
in dealing with youth.

eutral setting was described to be the major
tor. It was apparent that the desired
as impossible to achieve.

hese factors the one hundred interviews voiced
viduals have inherent values and satisfied
he project with current limitations.

sults of the interviews are summarized within
on of the survey.

STUDENTS ALLIED FOR EFFECTIVE COMMUNITY AND EDUCATION
1228 Page Street
San Francisco, California 94117

Informal Interviews

Case #1

Age; 14
Sex; Female
Grade; H.S. Sophmore

Subject has tried grass and alchol, but has not smoked grass for approximately seven (7) months. Attributes this to the crowd she hangs around with. When she did smoke regularly, she smoked approximately once a week.

Subject's friends use drugs. This does not influnce her decisions for drug use in any way. She does not mind her friends smoking pot, but objects to their using harder drugs.

Subject has not encountered any school drug program other than films in junior high which she labels "phony".

Subject does not believe adults can effectively deal with young people about drugs; she believes that dope should be legalized. She believes that there should be rehabilitation programs for anyone who wishes it.

Case #2

Age; 18
Sex; Male
Grade; H.S. Senior

Subject has never used drugs. Is not influenced by friends, although they are all drug users. He does not believe schol drug programs are at all effective. He thinks patterns of drug usage will remain the same in the near future. He does not think drug usage is a serious problem, and that police and other authorities should be more relaxed in dealing with youth.

IL

Case #3

Age; 15
Sex; Female
Grade; H.S. Sophmore

Subject has tried marijuana, acid, DMT, bennies, tuinols. Says she uses acid and tuinols "frequently" marijuana "often" and others only on occaissions. Doesn't mind if friends use drugs, although she does worry about them sometimes. She likes drugs because thy put her in a happier mood, and partly from boredom since they "give you something to do". Subject does not like the fact that drugs are so readily available, because it is too easy to get "hooked" on them like cigarettes.

Subject says there is a greater need for drug education in the schools. She believes that less people will use drugs in the school in the near future because of busts being made. She thinks there should be rehabilitation programs rather than just busting people.

Case #4

Age; 15
Sex; Male
Grade; H.S. Sophmore

Subject has tried alcohol, marijuana, and acid. Uses alcohol quite frequently, marijuana occaissionally, but has tried acid only once. His friends use drugs. He feels this is a personal decision, but discourages anything but weed or alcohol. He likes being "stoned" because it is a "nice feeling". He says he becomes more friendly and more outgoing when he is stoned.

Subject feels drugs are more enjoyable if you use them only occaissionaly, because of the novelty. He thinks there will be less drug usage in the near future, because people will "use drugs more wisely".

Subject feels that kids would listen to an understanding counselor regarding drug usage, but feels that adults should experience marijuana before going against it.

Case #5

Age; 15
Sex; Male
Grade; H.S. Junior

Subject has tried alcohol, marijuana, benn
and hash oil. He no longer uses anything excep
He quit because drug usage was affecting his st
found it was difficult to concetrate. When he
he liked bennies best. He just "liked being hi
does not mind his friends using drugs if they u
reasonable quantities and if they "know how to
Subject thinks usage will decrease because
tire of it, and younger people will become more
the dangerous affects. He thinks that there sh
rehabilitation programs.

Case #6

Age; 15
Sex; Female
Grade; H.S. Sophmore

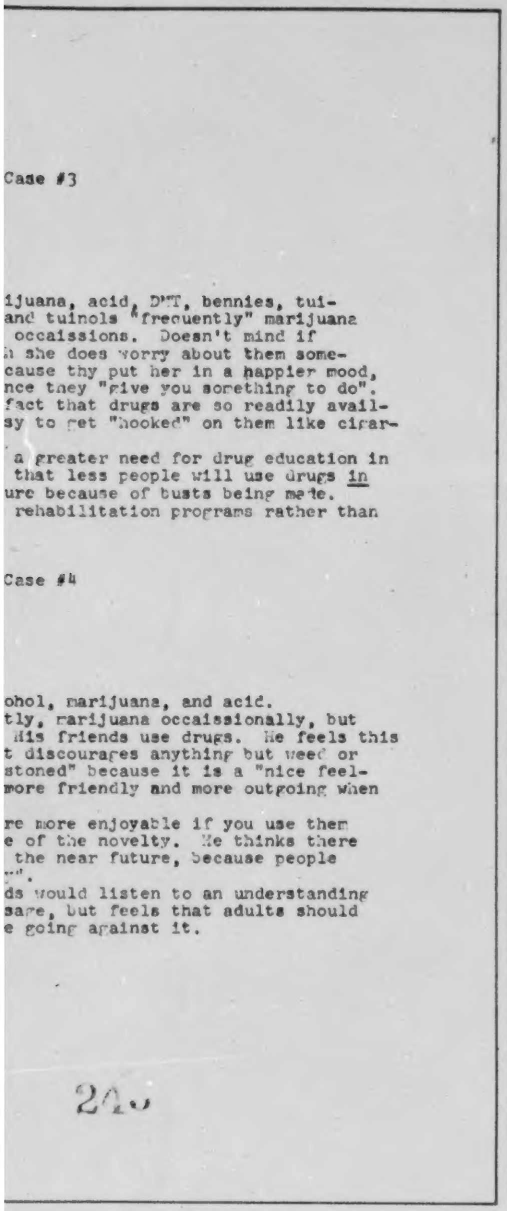
Subject has tried alcohol, marijuana, LSD,
mescaline, hashish, methadrine, bennies, reds,
and opium. Uses pot the most. She uses it dai
She likes coke, and mescaline the most. Uses d
mind on a "higher level of conciousness."
Subject was introduced to drugs by brother
She believes that drug usage is a matter of per
preference, and does not mind people using them
quantities.
Subject thinks that authorities should ign
usage. She thinks drug usage will increase in
future because it is one of the "stages" that s
through.

Case #7

Age; 15
Sex; Female
Grade: H.S. Sophmore

Subject uses dope, alcohol, or hashis at l
a week. Friends use drugs also, but this does
influence her in any way. She likes being high
her "feel ggo." She thinks the approach of sch
programs are "tight", Ignorant and unsympatheti
make her laugh.

STUDEN



Case #3

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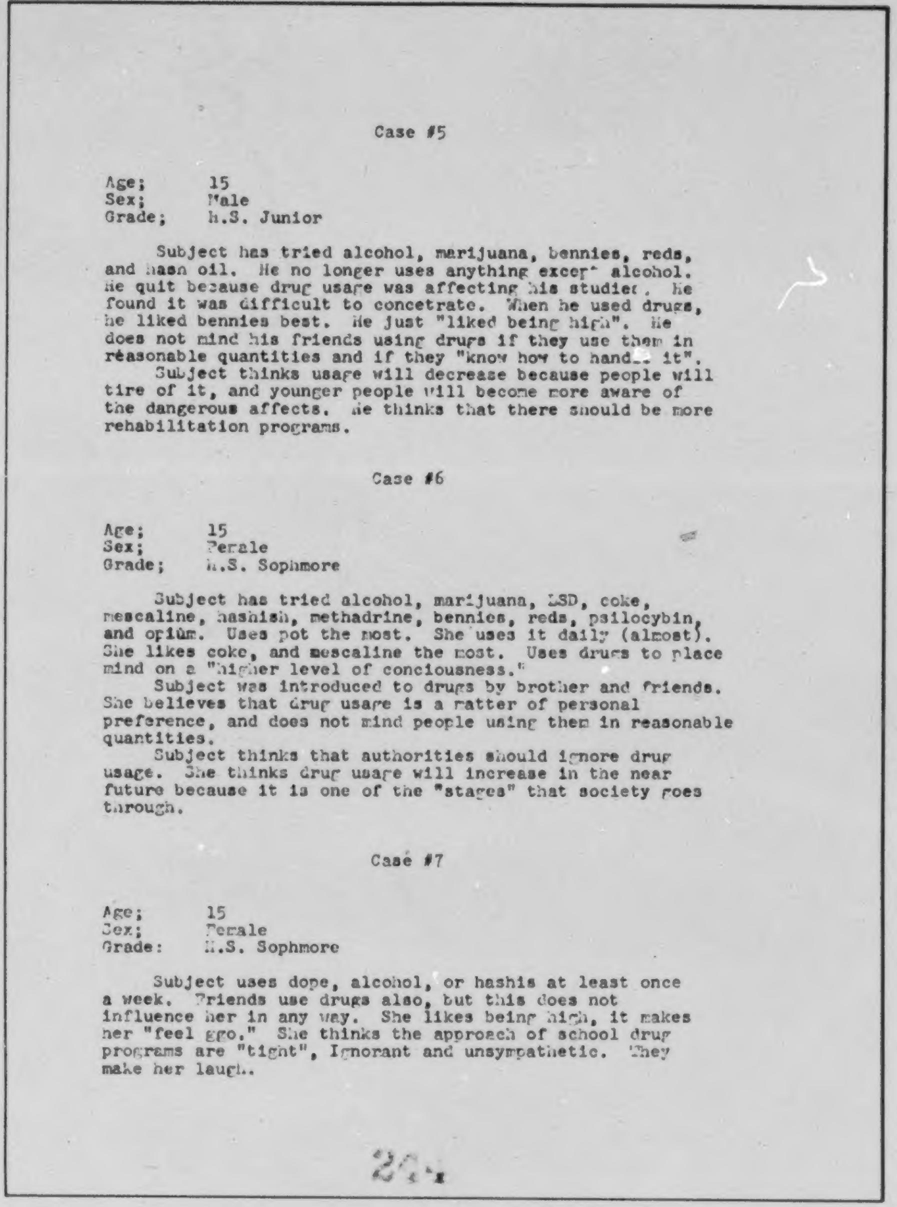

Case #5

Age; 15
Sex; Male
Grade; H.S. Junior

Subject has tried alcohol, marijuana, bennies, reds, and hash oil. He no longer uses anything except alcohol. He quit because drug usage was affecting his studies. He found it was difficult to concetrate. When he used drugs, he liked bennies best. He just "liked being high". He does not mind his friends using drugs if they use them in reasonable quantities and if they "know how to handle it".

Subject thinks usage will decrease because people will tire of it, and younger people will become more aware of the dangerous affects. He thinks that there should be more rehabilitation programs.

Case #6

Age; 15
Sex; Female
Grade; H.S. Sophmore

Subject has tried alcohol, marijuana, LSD, coke, mescaline, hashish, methadrine, bennies, reds, psilocybin, and opium. Uses pot the most. She uses it daily (almost). She likes coke, and mescaline the most. Uses drugs to place mind on a "higher level of conciousness."

Subject was introduced to drugs by brother and friends. She believes that drug usage is a matter of personal preference, and does not mind people using them in reasonable quantities.

Subject thinks that authorities should ignore drug usage. She thinks drug usage will increase in the near future because it is one of the "stages" that society goes through.

Case #7

Age; 15
Sex; Female
Grade: H.S. Sophmore

Subject uses dope, alcohol, or hashis at least once a week. Friends use drugs also, but this does not influence her in any way. She likes being high, it makes her "feel ggo." She thinks the approach of school drug programs are "tight", Ignorant and unsympathetic. They make her laugh.

Case #8

Age 16: 16
Sex: Male
Grade: H.S. Junior

Subject has used pot, hash, coke and alcohol. Has quit everything but alcohol, because they "became boring." When he used them, they made him feel good. It does not bother him if his friends take drugs, it is a personal decision.

Subject is scared of harder drugs and attributes this to information from the media. He has not heard of any school drug curriculum or program. He believes future drug usage will increase because of the increase in supplies.

Subject thinks police would leave kids not on drugs alone. Subject stated he has been hassled by the police.

Case #9

Age: 16
Sex: Female
Grade: H.S. Junior

Subject has used marijuana, alcohol, acid, coke, mescaline, psilocybin, hash, and opium. Uses marijuana most frequently and likes mescaline the best. She likes drugs because they are a different experience, "putting your mind on a different level." Adds that if she were stoned all the time, she would probably want to be straight for the same reason.

Subject thinks that school drug films motivated her to drug usage as a kind of rebellion.

Subject thinks drugs are a "social thing--like alcohol" and that people will tire of it when the novelty wears off. Believes that illegality is part of the excitement for some people.

Case #10

Age: 19
Sex: Male
Grade: Does not attend.

Subject has tried grass, hash, acid, alco
line, and psilocybin. He still uses alcohol f
but has quit using all the others. At first, h
the overall effects, the distorted view of thin
from hallucinogens and grass, but now he does n
Subject's friends use drugs. It influence
vaguely when he sees people making drugs their
Sometimes he feels as if friends should quit t
thinks school drug programs' approach is too f
should be put on a more personal basis in order
to the students.
Subject believes that future drug use will
currently popular religions and philosophies.
police should stop making a big issue of drugs.

Case #11

Age: 15
Sex: Male
Grade: H.S. Sophmore

Subject has tried alcohol, weed, hash, ps
coke, acid. He uses weed about every other da
it best. Has used coke only once and acid thr
He uses drugs as a "recreational thing" to get
ent view of the world. He does not mind if fr
drugs, that it is a personal choice, but peopl
not try to influence others, especially toward
harder drugs.
Subject does not think school drug progra
thing. He thinks they should concentrate on h
(not pot) and tell the truth. Subject believe
should use less propaganda.
Subject thinks people will cut down the u
because they are more aware of its danger. He
lice should: (1) Stop busting people for gra
treating drug users as criminals; (3) not bot
unless he is hurting others. (i.e. thievery t
his habit, etc.)

Case #8

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Case #9

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f rebellion.
are a "social thing--like alco-
tire of it when the novelty
illegality is part of the excite-

Case #10

Age: 19
Sex: Male
Grade: Does not attend.

Subject has tried grass, hash, acid, alcohol, mescaline, and psilocybin. He still uses alcohol frequently, but has quit using all the others. At first, he liked the overall effects, the distorted view of things he got from hallucinogens and grass, but now he does not like it.

Subject's friends use drugs. It influences him vaguely when he sees people making drugs their entire life. Sometimes he feels as if friends should quit too. He thinks school drug programs' approach is too factual and should be put on a more personal basis in order to relate to the students.

Subject believes that future drug use will depend on currently popular religions and philosophies. He thinks police should stop making a big issue of drugs.

Case #11

Age: 15
Sex: Male
Grade: H.S. Sophmore

Subject has tried alcohol, weed, hash, psilocybin, coke, acid. He uses weed about every other day and likes it best. Has used coke only once and acid three times. He uses drugs as a "recreational thing" to get a different view of the world. He does not mind if friends use drugs, that it is a personal choice, but people should not try to influence others, especially towards usage of harder drugs.

Subject does not think school drug programs do anything. He thinks they should concentrate on harder drugs (not pot) and tell the truth. Subject believes they should use less propaganda.

Subject thinks people will cut down the use of pills because they are more aware of its danger. He thinks police should: (1) Stop busting people for grass; (2) Stop treating drug users as criminals; (3) not bother anyone unless he is hurting others. (i.e. thievery to support his habit, etc.)

STUDENTS ALLIED FOR EFFECTIVE COMMUNITY AND EDUCATION
1228 Page Street
San Francisco, California 94117

This anonymous questionnaire has been compiled by students of the San Francisco Unified School District in the Secondary level of Education,belonging to the above organization. THIS IS NOT A TEST. It represents an important part of a study to find out what high school students know, how they feel, and what they are doing about drugs and drug usage. From the results of this questionnaire we hope to formulate programs of education that will be better designed to meet your needs.

We want you to be assured that we are not interested in tracing responses to individuals, and we have taken all precautions to insure that your privacy will be respected. All we wish to find out are what the facts really are so that we will be able to understand you, our co-students, our co-teenagers, better and help ourselves in the future.

The success of this survey-questionnaire depends upon your full cooperation. Please read each question carefully and neatly write one numbered response in the answer sheet provided. (DO NOT WRITE ON QUESTIONNAIRE) For example, the response to question #1 should be "A" if you are male or the letter "B" if you are female. Please note that the questions on personal drug use are concerned only with substances used for other than medically approved reasons or taken without medical supervision.

Feel free to write any comments or suggestions that you may have about the questionnaire and its contents in the space provided at the end of the answer sheet. We also welcome your ideas and opinions on the subject of drug use and abuse. If you are interested in the survey please contact us. We would be glad to have you in a committee working with us too. Thank you for your cooperation.

SAFE COMMUNITY AND EDUCATION

SAMPLE:

SEX: A) MALE B) FEMALE

STUDENT DRUG SURVEY

1. SEX: A) Male B) Female

2. AGE; A) -12 E) 16
B) 13 F) 17
C) 14 G) 18
D) 15 H) 19

3. GRADE: A) 7th D) 10th
B) 8th E) 11th
C) 9th F) 12th

4. WHICH OF THE FOLLOWING STATEMENT COME CLOSES
YOU FEELINGS ABOUT YOURSELF?

A) I would like to change a lot of
myself.
B) I would like to change some thi
myself.
C) I would like to remain just the

5. UP TO THIS POINT IN YOUR LIFE, SCHOOL HAS BE

A) Greatly enjoyable for me.
B) Somewhat enjoyable for me.
C) Not very enjoyable for me.
D) Not enjoyable at all for me.

CURRENT ACTIVITIES

6. HOW ACTIVELY DO YOU PARTICIPATE IN THE FOLLO

		VERY ACTIVE
I.	SPORTS/ATHLETICS	A
II.	COMMUNITY ACTIVITIES, CYC,YMCA,ETC.	A
III.	RELIGIOUS ACTIVITIES, CYO,B'Nai Birth, ETC.	A
IV.	POLITICAL ACTIVIST(Young Democrats, Young Republicans, ETC.)	A
V.	ACTIVIST GROUPS (SDS, SMC, UNDERGROUND NEWSPAPERS)	A
VI.	DATING	A

ECTIVE COMMUNITY AND EDUCATION
Page Street
o, California 94117

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to the above organization.
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QUESTIONNAIRE) For example,
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SAFE COMMUNITY AND EDUCATION

STUDENT DRUG SURVEY

1. SEX: A) Male B) Female

2. AGE:
A) 12
B) 13
C) 14
D) 15
E) 16
F) 17
G) 18
H) 19

3. GRADE:
A) 7th
B) 8th
C) 9th
D) 10th
E) 11th
F) 12th

4. WHICH OF THE FOLLOWING STATEMENT COME CLOSEST TO DESCRIBING YOU FEELINGS ABOUT YOURSELF?
A) I would like to change a lot of things about myself.
B) I would like to change some things about myself.
C) I would like to remain just the way I am.

5. UP TO THIS POINT IN YOUR LIFE, SCHOOL HAS BEEN:
A) Greatly enjoyable for me.
B) Somewhat enjoyable for me.
C) Not very enjoyable for me.
D) Not enjoyable at all for me.

CURRENT ACTIVITIES

6. HOW ACTIVELY DO YOU PARTICIPATE IN THE FOLLOWING:

		VERY ACTIVE	ACTIVE	NOT ACTIVE
I.	SPORTS/ATHLETICS	A	B	C
II.	COMMUNITY ACTIVITIES, CYC,YMCA,ETC.	A	B	C
III.	RELIGIOUS ACTIVITIES, CYO,B'Nai Birth, ETC.	A	B	C
IV.	POLITICAL ACTIVIST(Young Democrats, Young Republicans, ETC.)	A	B	C
V.	ACTIVIST GROUPS (SDS, SMC, UNDERGROUND NEWSPAPERS)	A	B	C
VI.	DATING	A	B	C

7. HOW MUCH MONEY DO YOU HAVE EACH WEEK TO SPEND ON WHATEVER YOU WANT?

A) .00 to $1.00
B) $1.01 to $5.00
C) $5.01 to $10.00
D) $10.01 to $20.00
E) $20.01 to Over

8. WHAT DO YOU MOST DO IN THE EVENING AFTER SCHOOL?

A) Stay home, read, watch T.V.,etc.
B) Go to a friend's house or go to a friend of the same sex.
C) Go to a friend's house or go to a friend of the opposite sex.
D) Participate in activities (sports, music, Clubs, etc.)
E) Go out and hang around a group of kids.
F) OTHER: SPECIFY____________________________

9. WHAT DO YOU MOST OFTEN DO IN THE EVENING ON WEEKENDS?

A) Stay at home, read, watch T.V., etc.
B) Go to a friend's house or go to a friend of the same sex.
C) Go to a friend's house or go to a friend of the opposite sex.
D) Participate in activities (sports, music,clubs, etc.)
E) Go out and hang around a group of kids.
F) OTHER: SPECIFY____________________________.

PERSONAL DRUG USE

10. HAVE YOU EVER USED DRUGS BEFORE, OTHER THAN MEDICAL REASONS?

A) YES
B) NO

11. IF YOU HAVE EVER USED ANY OF THE FOLLOWING FOR NON-MEDICAL REASONS, HOW OLD WERE YOU WHEN YOU FIRST USED OR TRIED IT?

	DRUGS	DON'T KNOW	NVR USED	UDR 12	13	14	15	16	17	18
I.	ALCOHOL	A	B	C	D	E	F	G	H	I
II.	CIGARRETTES	A	B	C	D	E	F	G	H	I
III.	MARIJUANA	A	B	C	D					
IV.	HASHISH	A	B	C	D					
V.	LSD	A	B	C	D					
VI.	SPEED	A	B	C	D					
VII.	AMPHETAMINE	A	B	C	D					
VIII.	COCAINE	A	B	C	D					
IX.	BARBITUATES	A	B	C	D					
X.	TRANQUILIZERS	A	B	C	D					
XI.	HEROIN	A	B	C	D					
XII.	GLUE	A	B	C	D					
XIII.	OTHER SUBSTANCES SPECIFY__________	A	B	C	D					

12. HAVE YOU EVER USED ANY OF THE FOLLOWIN
THAN MEDICAL REASONS. (FOR THE EXPERIE

A) Never heard of it
B) Never tried it
C) Tried it once or twice
D) Used it three or more times but st
E) Currently use it less than once a
F) Currently use it at least once per
G) Currently use it several times per
H) Currently use it daily
I) Currently use it more than once da

I.	WINE	A	B	C	D
II.	MARIJUANA	A	B	C	D
III.	HASHISH	A	B	C	D
IV.	LSD	A	B	C	D
V.	PSILOCYBIN, PEYOTE, MESCALINE	A	B	C	D
VI.	AMPHETAMINES	A	B	C	D
VII.	BENZEDRINES	A	B	C	D
LX.	BARBITUATES	A	B	C	D
X.	COCAINE	A	B	C	D
XI.	NON PRESCRIPTION COUGH SYRUP	A	B	C	D
XII.	GLUE	A	B	C	D

13. WHAT WAS THE MAIN REASON FOR TRYING T

A) It was the thing to do (others we
B) To stay awake, pep up
C) To fall asleep
D) To ease deppression, relieve tens
E) For the experience itself (curios

YOU HAVE EACH WEEK TO SPEND ON WHATEVER

to $1.00
1 to $5.00
1 to $10.00
01 to $20.00
01 to Over

DO IN THE EVENING AFTER SCHOOL?

ad, watch T.V.,etc.
d's house or go to a friend of the same sex.
d's house or go to a friend of the oppo-

n activities (sports, music, Clubs, etc.)
ng around a group of kids.
Y______________________________

OFTEN DO IN THE EVENING ON WEEKENDS?

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d's house or go to a friend of the oppo-

n activities (sports, music,clubs, etc.)
ng around a group of kids.
FY______________________________.

D DRUGS BEFORE, OTHER THAN MEDICAL REASONS?

USED ANY OF THE FOLLOWING FOR NON-MEDICAL
WERE YOU WHEN YOU FIRST USED OR TRIED IT?

DON'T KNOW	NVR USED	UDR 12	13	14	15	16	17	18
A	B	C	D	E	F	G	H	I
A	B	C	D	E	F	G	H	I

CIL

III.	MARIJUANA	A	B	C	D	E	F	G	H	I
IV.	HASHISH	A	B	C	D	E	F	G	H	I
V.	LSD	A	B	C	D	E	F	G	H	I
VI.	SPEED	A	B	C	D	E	F	G	H	I
VII.	AMPHETAMINE	A	B	C	D	E	F	G	H	I
VIII.	COCAINE	A	B	C	D	E	F	G	H	I
IX.	BARBITUATES	A	B	C	D	E	F	G	H	I
X.	TRANQUILIZERS	A	B	C	D	E	F	G	H	I
XI.	HEROIN	A	B	C	D	E	F	G	H	I
XII.	GLUE	A	B	C	D	E	F	G	H	I
XIII.	OTHER SUBSTANCES	A	B	C	D	E	F	G	H	I

SPECIFY______________________________

12. HAVE YOU EVER USED ANY OF THE FOLLOWING SUBSTANCES FOR OTHER THAN MEDICAL REASONS. (FOR THE EXPERIENCE TO GET HIGH)

A) Never heard of it
B) Never tried it
C) Tried it once or twice
D) Used it three or more times but stopped
E) Currently use it less than once a month
F) Currently use it at least once per week
G) Currently use it several times per week
H) Currently use it daily
I) Currently use it more than once daily

I.	WINE	A	B	C	D	E	F	G	H	I
II.	MARIJUANA	A	B	C	D	E	F	G	H	I
III.	HASHISH	A	B	C	D	E	F	G	H	I
IV.	LSD	A	B	C	D	E	F	G	H	I
V.	PSILOCYBIN, PEYOTE, MESCALINE	A	B	C	D	E	F	G	H	I
VI.	AMPHETAMINES	A	B	C	D	E	F	G	H	I
VII.	BENZEDRINES	A	B	C	D	E	F	G	H	I
LX.	BARBITUATES	A	B	C	D	E	F	G	H	I
X.	COCAINE	A	B	C	D	E	F	G	H	I
XI.	NON PRESCRIPTION COUGH SYRUP	A	B	C	D	E	F	G	H	I
XII.	GLUE	A	B	C	D	E	F	G	H	I

13. WHAT WAS THE MAIN REASON FOR TRYING THE FIRST DRUG?

A) It was the thing to do (others were doing it)
B) To stay awake, pep up
C) To fall asleep
D) To ease deppression, relieve tension
E) For the experience itself (curiosity)

F) To lose weight
G) For "kicks" or to get "high"
H) To be rid of inhibitions
I) Other reasons: Specify ____________________
J) Not applicable, never used drugs for non medical reasons.

14. WHY DO YOU USE DRUGS?

A) Because I want to experience the effects of drugs.
B) Because my friends use drugs.
C) Because I like being high.
D) I take drugs as a form of rebellion.
E) Because I see things artistically and differently.
F) Because they help me find a superior being and answers to my spiritual needs.
G) NOT APPLICABLE: Never used drugs for non medical reasons.

15. IF YOU HAVE TRIED, BUT ARE NO LONGER USING THE FOLLOWING DRUGS FOR NON MEDICAL REASONS, WHAT WAS YOUR MAIN REASON FOR STOPPING?

I. MARIJUANA __________
II. LSD __________
III. HEROIN __________
IV. AMPHETAMINES __________
V. GLUE __________

MAIN REASONS FOR STOPPING:
A) IT WAS NOT TOO PLEASUREABLE
B) IT WAS TOO COSTLY
C) IT WAS TOO DIFFICULT TO OBTAIN
D) INFLUENCE OF PARENTS
E) INFLUENCE OF FRIENDS
F) FEAR OF PHYSICAL OR MENTAL RISKS
G) FEAR OF GENETIC DEFECT
H) OTHER
I) NOT APPLICABLE: STILL USING DRUGS
J) NOT APPLICABLE: NEVER USED DRUGS FOR NON MEDICAL REASONS

16. IF YOU HAVE NEVER USED ANY DRUGS OR OTHER CHEMICAL SUBSTANCES (EXCLUDING ALCOHOL AND TOBACCO) FOR NON MEDICAL REASONS, WHAT IS YOUR MAIN REASON FOR ABSTAINING? (TO ABSTAIN IS NOT TO USE)

A) Not applicable, have used drugs for non medical reasons
B) No access to drugs

C) Find no need for drugs
D) Friends did not approve
E) Parents do not approve
F) It is dangerous to my health
G) It is illegal
H) Fear of dependence
I) Fear of genetic damage to my future ch
J) OTHER: SPECIFY ____________________

17. WHICH SUBSTANCE CAUSES THE GREATEST HARM

A) Cigarrettes
B) Marijuana
C) Alcohol
D) Sleeping pills
E) Glue
F) All equally harmful
G) DO NOT KNOW

18. IN YOUR OPINION HOW STRONG SHOULD THE STAT LAWS BE WHICH REGULATE THE POSSESSION AND

A) Should be legal
B) Should be illegal but not too strongly
C) Should be illegal but strongly punishe
D) NO OPINION

19. DO YOU THINK STUDENTS OUR AGE KNOW ENOUGH FUL PHYSICAL PSYCHOLOGICAL AND MENTAL EFFE

A) YES
B) NO
C) Do not know

20. DO YOU FEEL THAT THE DRUG ABUSE EDUCATION SCHOOL IS USEFUL?

A) Yes, very useful
B) Yes, somewhat useful
C) No, not very useful
D) No, very inadequate
E) I am not aware
F) There is no need for an educational pr
G) Do not know

to get "high"
nhibitions
Specify____________________
, never used drugs for non medical reasons.

GS?

to experience the effects of drugs.
ends use drugs.
being high.
s a form of rebellion.
things artistically and differently.
elp me find a superior being and answers
l needs.
: Never used drugs for non medical
reasons.

BUT ARE NO LONGER USING THE FOLLOWING
CAL REASONS, WHAT WAS YOUR MAIN REASON

NG:
A) IT WAS NOT TOO PLEASUREABLE
B) IT WAS TOO COSTLY
C) IT WAS TOO DIFFICULT TO OBTAIN
D) INFLUENCE OF PARENTS
E) INFLUENCE OF FRIENDS
F) FEAR OF PHYSICAL OR MENTAL RISKS
G) FEAR OF GENETIC DEFECT
H) OTHER
I) NOT APPLICABLE: STILL USING DRUGS
J) NOT APPLICABLE: NEVER USED DRUGS FOR NON MEDICAL REASONS

SED ANY DRUGS OR OTHER CHEMICAL SUBS-
LCOHOL AND TOBACCO) FOR NON MEDICAL
UR MAIN REASON FOR ABSTAINING?
(TO ABSTAIN IS NOT TO USE)

have used drugs for non medical reasons
ugs

C) Find no need for drugs
D) Friends did not approve
E) Parents do not approve
F) It is dangerous to my health
G) It is illegal
H) Fear of dependence
I) Fear of genetic damage to my future children
J) OTHER: SPECIFY____________________

17. WHICH SUBSTANCE CAUSES THE GREATEST HARM WHEN USED A LOT?

A) Cigarrettes
B) Marijuana
C) Alcohol
D) Sleeping pills
E) Glue
F) All equally harmful
G) DO NOT KNOW

18. IN YOUR OPINION HOW STRONG SHOULD THE STATE AND FEDERAL LAWS BE WHICH REGULATE THE POSSESSION AND USE OF MARIJUANA?

A) Should be legal
B) Should be illegal but not too strongly punished
C) Should be illegal but strongly punished
D) NO OPINION

19. DO YOU THINK STUDENTS OUR AGE KNOW ENOUGH ABOUT THE HARMFUL PHYSICAL PSYCHOLOGICAL AND MENTAL EFFECTS OF DRUG USAGE?

A) YES
B) NO
C) Do not know

20. DO YOU FEEL THAT THE DRUG ABUSE EDUCATION PROGRAM IN YOUR SCHOOL IS USEFUL?

A) Yes, very useful
B) Yes, somewhat useful
C) No, not very useful
D) No, very inadequate
E) I am not aware
F) There is no need for an educational program
G) Do not know

21. HAS A DRUG PROGRAM CHANGED YOUR DRUG HABIT?

A) Yes
B) No
C) Not applicable, never used drugs
D) I do not know

22. IS THERE ONE PARTICULAR PERSON IN YOUR SCHOOL WITH WHOM YOU FEEL YOU CAN DISCUSS THE DRUG SCENE?

A) NO SUCH PERSON
B) Yes, one of the teachers
C) Yes, one of the guidance counselors
D) Yes, a principal or assistant principal
E) Yes, someone else
F) I DO NOT KNOW

23. IF YOU WANTED ADVICE AND/OR INFORMATION THE USE AND ABUSE OF DRUGS AND THE PERSONS LISTED BELOW WERE AVAILABLE WHOSE OPINION WOULD YOU MOST TRUST AND VALUE THE MOST?

A) Father
B) Mother
C) Father and Mother (equally)
D) Sister
E) Brother
F) Another relative
G) Friend of the same sex
H) Friend of the opposite sex
I) Teacher
J) Guidance counselor
K) Principal or assistant principal
L) Priest, Rabbi, Minister, etc.
M) Doctor
N) Other; Specify
O) I would not trust any of the above

24. DO YOU THINK A VALUES CLARIFICATION PROGRAM (FOR EXAMPLE: JOHN IS A DOPER, THE TEACHER ACCEPTS JOHN AS A DOPER AND DOES NOT PASS JUDGEMENT. THE TEACHER CONCENTRATES ON JOHN AT A MORE PERSONAL LEVEL) IS A MORE EFFECTIVE AND USEFUL DRUG EDUCATION PROGRAM?

A) Yes, very effective and useful
B) Yes, somewhat effective and useful
C) No, not very effective and useful
D) No, it would be inadequate
E) There is no need for an educational program
F) Do not know

25. IS THERE A VALUES CLARIFICATION EDUCA
YOUR SCHOOL?

A) yes
B) no
C) do not know

26. IS THERE A DRUG RESOURCE CENTER (CENT
TRBUTION AND REFERENCE CENTER: CLEAR
STUDENTS AND TEACHERS) IN YOUR SCHOO

A) Yes
B) No
C) I am not aware

27. IS A DRUG RESOURCE CENTER USEFUL AND
SEMINATION OF INFORMATION ABOUT DRUGS

A) Yes
B) No
C) I do not know
D) There's no need for a program.

28. DO YOU FEEL THAT THE USE OF FILMS, LE
AND SPEAKERS IS AN EFFECTIVE DRUG ABU

A) Yes, very useful
B) Yes, somewhat useful
C) No, not very useful
D) No, very inadequate
E) There is no need for such an educ
F) Do not know

29. DO YOU FEEL THAT THE RESULTS OF AN I
FOR TEACHERS FROM THE STUDENTS POINT
USEFUL DRUG ABUSE EDUCATION PROGRAM.

A) Yes, very useful
B) Yes, somewhat useful
C) No, not very useful
D) No, very inadequate
E) There is no need for an educatio
F) I do not know

IANGED YOUR DRUG HABIT?

never used drugs

LAR PERSON IN YOUR SCHOOL WITH WHOM
CUSS THE DRUG SCENE?

teachers
guidance counselors
or assistant principal
e

AND/OR INFORMATION THE USE AND ABUSE
SONS LISTED BELOW WERE AVAILABLE WHOSE
ST TRUST AND VALUE THE MOST?

r (equally)

me sex
posite sex

or
istant principal
inister, etc.

t any of the above

S CLARIFICATION PROGRAM (FOR EXAMPLE:
TEACHER ACCEPTS JOHN AS A DOPER AND
ENT. THE TEACHER CONCENTRATES ON JOHN
EVEL) IS A MORE EFFECTIVE AND USEFUL
AM?

ive and useful
ffective and useful
fective and useful
inadequate
for an educational program

25. IS THERE A VALUES CLARIFICATION EDUCATIONAL PROGRAM IN YOUR SCHOOL?

A) yes
B) no
C) do not know

26. IS THERE A DRUG RESOURCE CENTER (CENTRAL DEPOSITORY, DISTRIBUTION AND REFERENCE CENTER: CLEARINGHOUSE FOR PARENTS, STUDENTS AND TEACHERS) IN YOUR SCHOOL?

A) Yes
B) No
C) I am not aware

27. IS A DRUG RESOURCE CENTER USEFUL AND EFFECTIVE IN DISSEMINATION OF INFORMATION ABOUT DRUGS?

A) Yes
B) No
C) I do not know
D) There's no need for a program.

28. DO YOU FEEL THAT THE USE OF FILMS, LECTURES, INFORMATIONS AND SPEAKERS IS AN EFFECTIVE DRUG ABUSE EDUCATION PROGRAM?

A) Yes, very useful
B) Yes, somewhat useful
C) No, not very useful
D) No, very inadequate
E) There is no need for such an educational program
F) Do not know

29. DO YOU FEEL THAT THE RESULTS OF AN IN-SERVICE TRAINING FOR TEACHERS FROM THE STUDENTS POINT OF VIEW WOULD BE USEFUL DRUG ABUSE EDUCATION PROGRAM.

A) Yes, very useful
B) Yes, somewhat useful
C) No, not very useful
D) No, very inadequate
E) There is no need for an educational program
F) I do not know

30. HOW MANY TIMES HAVE YOU PREVIOUSLY COMPLETED A DRUG ABUSE SURVEY-QUESTIONAIRE?

A) Never completed a drug abuse questionaire
B) Once
C) Twice
D) Three Times
E) More Than Three Times

THERE IS A SPACE PROVIDED REGARDING THIS DRUG ABUSE questionaire. YOUR COMMENTS AND SUGGESTIONS ARE APPRECIATED.

LOWELL HIGH SCHOOL DRUG INFORMATION SURVEY-

NOTE: The purpose of this survey is solely
assess the dimension of the drug pr
as it is perceived at Lowell. It ha
distributed to a random collection o
students and teachers and asks prima
for your opinion. It is completely

1. How do you rate the drug problem at Lowell?

Very Serious
Serious
moderate
not serious at all
non-existent

2. Do you know for a fact that students in you
classes are taking illegal drugs?

more than 20
more than 10
more than 5
fewer than 5
none

3. Do you believe that some students in your
are under the influence of illegal drugs du
school hours?

more than 20
more than 10
more than 5
fewer than 5
none

4. Do your believe that some students in your
are under the influence of illegal drugs a
schools hours?

more than 20
more than 10
more than 5
fewer than 5
none

5. As compared to other high school populatio

STUDEN

VE YOU PREVIOUSLY COMPLETED A DRUG ABUSE
RE?

ed a drug abuse questionaire

ee Times

DED REGARDING THIS DRUG ABUSE questionaire.
ESTIONS ARE APPRECIATED.

LOWELL HIGH SCHOOL DRUG INFORMATION SURVEY--FALL 1972

NOTE: The purpose of this survey is solely to assess the dimension of the drug problem as it is perceived at Lowell. It has been distributed to a random collection of both students and teachers and asks primarily for your opinion. It is completely anonymous.

1. How do you rate the drug problem at Lowell?

Very Serious ________
Serious ________
moderate ________
not serious at all ________
non-existent ________

2. Do you know for a fact that students in your classes are taking illegal drugs?

more than 20 ________
more than 10 ________
more than 5 ________
fewer than 5 ________
none ________

3. Do you believe that some students in your classes are under the influence of illegal drugs during school hours?

more than 20 ________
more than 10 ________
more than 5 ________
fewer than 5 ________
none ________

4. Do your believe that some students in your classes are under the influence of illegal drugs after schools hours?

more than 20 ________
more than 10 ________
more than 5 ________
fewer than .5 ________
none ________

5. As compared to other high school populations, do

you believe that the use of illegal drugs Lowell students is:

greater ______
lesser ______
the same ______

6. Do you believe that the majority of Lowell students who use illegal drugs do so:

frequently ______
occasionally ______

7. Do you believe that illegal drugs are readily available on the Lowell campus for students who want them?

yes ______
no ______

8. Have you personally seen illegal drugs sold or exchanged on the Lowell campus?

yes ______
no ______

9. Do you think that Lowell needs a recovery room for drug abusers?

yes ______
NO ______

10. Of the cutting that goes on at Lowelln how much do you think results from taking illegal drugs?

Most ______
Some ______
Little ______
No Opinion

11. Students:

Have you ever gone to a member of the faculty for help with a drug problem?

yes ______
no ______

Teachers:

Have you ever been approached by a studen your help with a drug problem?

yes
no

12. Who is the drug counselor at Lowell?

correct
incorrect

13. Do you think that the drug education prog Lowell is

adequate
inadequate
excessive

14. Do you think that marijuana use should b from other drug abuse?

yes
no

15. Since Lowell has an obligation to attend drug problem, do you think we should

make an all out effort
develop a minicourse
expand the drug counselling services
turn the problem over to dut dept[illegible] experts
continue on as we have been
try something altogether new

COMMENTS OR SUGGESTIONS:

he use of illegal drugs
:

greater ____
lesser ____
the same ____

t the majority of Lowell students
rugs do so:

frequently ____
occasionally ____

t illegal drugs are readily
owell campus for students who

yes ____
no ____

y seen illegal drugs sold or
owell campus?

yes ____
no ____

Lowell needs a recovery room

yes ____
NO ____

t goes on at Lowelln how much
ts from taking illegal drugs?

Most ____
Some ____
Little ____
No Opinion

to a member of the faculty
ug problem?
yes ____
no ____

Teachers:

Have you ever been approached by a student seeking your help with a drug problem?
yes ____
no ____

12. Who is the drug counselor at Lowell?
correct ____
incorrect ____

13. Do you think that the drug education program at Lowell is
adequate ____
inadequate ____
excessive ____

14. Do you think that marijuana use should be differentiated from other drug abuse?
yes ____
no ____

15. Since Lowell has an obligation to attend to its' drug problem, do you think we should

make an all out effort ____

develop a minicourse ____

expand the drug counselling services ____

turn the problem over to out dept [illegible] experts ____

continue on as we have been ____

try something altogether new ____

COMMENTS OR SUGGESTIONS:

LOWELL HIGH SCHOOL DRUG INFORMATION SURVEY--FALL, 1972

Note: The purpose of this survey is solely to assess the dimension of the drug problem as it is perceived at Lowell. It has been distributed to a random collection of both students and teachers and asks primarily for your opinion. It is completely anonymous.

150 students - 5% of total population
19 teachers -14% of total population
T=teacher
S=student
34 L'10s   26 H'12s
45 L'11s   19 teachers
45 L'12s

1. How do you rate the drug problem at Lowell?

L'10	L'11	L'12	H'12	T			
1	0	1	1	1	very serious	4	S=2% T=5%
1	3	1	2	2	serious	9	S=5% T=11%
19	20	26	12	7	moderate	84	S=51%T=37%
11	22	15	12	6	not serious	66	S=44%T=32%
2	0	2	0	3	non-existent	7	

2. Do you know for a fact that students in your classes are taking illigal drugs?

L'10	L'11	L'12	H'12	T			
4	5	6	3	0	more than 20	18	S=12%T=0%
0	3	7	4	3	more than 10	17	S=9% T=16%
3	6	8	9	0	more than 5	26	S=17%T=0%
12	16	6	6	7	fewer than 5	47	S=27%T=37%
15	15	18	5	9	none	62	S=35%T=47%

3. Do you believe that some students in your classes are under the influence of illegal drugs durring school hours?

L'10	L'11	L'12	H'12	T			
0	1	1	[illegible]	0	more than 20	3	S=2% T=0%
1	1	2	0	1	more than 10	5	S=3% T=5%
9	5	[illegible]	8	0	more than 5	26	S=17%T=0%
8	18	[illegible]	14	11	fewer than 5	74	S=42%T=58%
16	20	15	4	7	none	62	S=36%T=37%

---

4. Do you believe that some students in yo are under the influence of illegal drug school hours?

L'10	L'11	L'12	H'12	T	
6	6	10	5	2	more than 20
4	7	7	6	3	more than 10
5	9	10	9	2	more than 5
7	12	10	5	9	fewer than 5
12	11	8	2	3	none

5. As compared to other high school popula you believe that the use of illegal dru Lowell students is

L'10	L'11	L'12	H'12	T	
3	0	4	0	1	greater
25	30	33	21	15	lesser
6	15	8	5	3	the same

6. Do you believe that the majority of Lo who use illegal drugs do so

L'10	L'11	L'12	H'12	T	
4	8	12	5	4	frequently
30	37	33	21	15	occasionally

7. Do you believe that illegal drugs are available on the Lowell campus for stu want them?

L'10	L'11	L'12	H'12	T	
22	20	26	19	12	ye
12	25	19	7	7	no

8. Have you personally seen illegal drugs exchanged on the Lowell campus?

L'10	L'11	L'12	H'12	T	
7	12	10	13	3	ye
27	33	35	13	16	no

9. Do you think that Lowell needs a recove for drug abusers?

L'10	L'11	L'12	H'12	T	
10	8	6	4	3	yes
24	37	39	22	16	nO

STUDENT

INFORMATION SURVEY--FALL, 1972

this survey is solely to assess
f the drug problem as it is per-
ll. It has been distributed to a
ion of both students and teachers
rily for your opinion. It is com-
us.

tal population
tal population

ers

drug problem at Lowell?

'12	T			
	1	very serious	4	S=2% T=5%
	2	serious	9	S=5% T=11%
	7	moderate	84	S=51%T=37%
	6	not serious	66	S=44%T=32%
	3	non-existent	7	

fact that students in your classes
drugs?

'12	T			
	0	more than 20	18	S=12%T=0%
	3	more than 10	17	S=9% T=16%
	0	more than 5	26	S=17%T=0%
	7	fewer than 5	47	S=27%T=37%
	9	none	62	S=35%T=47%

some students in your classes
ence of illegal drugs durring

'12	T			
	0	more than 20	3	S=2% T=0%
	1	more than 10	5	S=3% T=5%
	0	more than 5	26	S=17%T=0%
	11	fewer than 5	74	S=42%T=58%
	7	none	62	S=36%T=37%

4. Do you believe that some students in your classes are under the influence of illegal drugs after school hours?

L'10	L'11	L'12	H'12	T				
6	6	10	5	2	more than 20	29	S=18%	T=11%
4	7	7	6	3	more than 10	27	S=16%	T=16%
5	9	10	9	2	more than 5	35	S=22%	T=11%
7	12	10	5	9	fewer than 5	43	S=23%	T=46%
12	11	8	2	3	none	36	S=21%	T=16%

5. As compared to other high school populations, do you believe that the use of illegal drugs by Lowell students is

L'10	L'11	L'12	H'12	T				
3	0	4	0	1	greater	8	S=4%	T=5%
25	30	33	21	15	lesser	124	S=73%	T=79%
6	15	8	5	3	the same	37	S=23%	T=16%

6. Do you believe that the majority of Lowell students who use illegal drugs do so

L'10	L'11	L'12	H'12	T				
4	8	12	5	4	frequently	33	S=19%	T=21%
30	37	33	21	15	occasionally	136	S=81%	T=79%

7. Do you believe that illegal drugs are readily available on the Lowell campus for students who want them?

L'10	L'11	L'12	H'12	T				
22	20	26	19	12	yes	99	S=58%	T=63%
12	25	19	7	7	no	70	S=42%	T=37%

8. Have you personally seen illegal drugs sold or exchanged on the Lowell campus?

L'10	L'11	L'12	H'12	T				
7	12	10	13	3	yes	45	S=28%	T=16%
27	33	35	13	16	no	124	S=72%	T=84%

9. Do you think that Lowell needs a recovery room for drug abusers?

L'10	L'11	L'12	H'12	T				
10	8	6	4	3	yes	31	S=19%	T=16%
24	37	39	22	16	n0	138	S=81%	T=84%

10. Of the cutting that goes on at Lowell, how much do you think results from taking illegal drugs?

L'10	L'11	L'12	H'12	T				
1	0	1	0	0	most	2	S=1%	T=0%
9	9	13	8	4	some	43	S=26%	T=21%
14	25	25	10	9	little	83	S=49%	T=47%
10	11	6	8	6	no opinion	41	S=24%	T=27%

11. Students:

Have you ever gone to a member of the faculty for help with a drug problem?

L'10	L'11	L'12	H'12			
0	0	0	0	yes	0	S=0%
34	45	45	26	no	150	S=100%

Teachers:

Have you ever been approached by a student seeking your help with a drug problem?

T			
2	yes	2	T=11%
17	no	17	T=89%

12. Who is the drug counselor at Lowell?

L'10	L'11	L'12	H'12	T			
25	18	20	12	15	correct	90	S+T=79%
9	27	25	14	4	incorrect	79	S+T=21%

13. Do you think that the drug education program at Lowell is

L'10	L'11	L'12	H'12	T				
26	18	16	13	10	adequate	83	S=49%	T=53%
6	26	27	13	8	inadequate	80	S=48%	T=42%
2	1	2	0	1	excessive	6	S=3%	T=5%

14. Do you think that marijuana use should be differentiated from other drug abuse?

L'10	L'11	L'12	H'12	T				
23	26	19	18	14	yes	100	S=57%	T=74%
11	19	26	8	5	no	69	S=43%	T=26%

15. Since Lowell has an obligation to a
drug problem, do you think we should

L'10	L'11	L'12	H'12	T	
4	10	9	4	3	make an a
3	3	6	6	4	develop a
9	13	20	10	4	expand th coun s
3	2	2	1	3	trun the p over to cu e
9	19	11	8	7	continue o ha
12	13	10	5	4	try som alto

Comments or Suggestions:

that goes on at Lowell, how much esults from taking illegal drugs?

H'12	T				
0	0	most	2	S=1%	T=0%
8	4	some	43	S=26%	T=21%
10	9	little	83	S=49%	T=47%
8	6	no opinion	41	S=24%	T=27%

one to a member of the faculty drug problem?

H'12			
0	yes	0	S=0%
26	no	150	S=100%

een approached by a student seeking a drug problem?

T			
2	yes	2	T=11%
17	no	17	T=89%

counselor at Lowell?

H'12	T			
12	15	correct	90	S+T=79%
14	4	incorrect	79	S+T=21%

at the drug education program at

H'12	T				
13	10	adequate	83	S=49%	T=53%
13	8	inadequate	80	S=48%	T=42%
0	1	excessive	6	S=3%	T=5%

at marijuana use should be differentiated abuse?

H'12	T				
18	14	yes	100	S=57%	T=74%
8	5	no	69	S=43%	T=26%

---

15. Since Lowell has an obligation to attend to its' drug problem, do you think we should

L'10	L'11	L'12	H'12	T		
4	10	9	4	3	make an all out effort	30
3	3	6	6	4	develop a mini-course	22
9	13	20	10	4	expand the drug counseling service	56
3	2	2	1	3	trun the problem over to cut dept. experts	11
9	19	11	8	7	continue on as we have been	54
12	13	10	5	4	try something altogether new	44

Comments or Suggestions:

STUDENTS ALLIED FOR EFFECTIVE COMMUNITY AND EDUCATION
1228 Page Street
San Francisco, California 94117

Informal Interview Guidelines

1. Age:_____ 2. Sex:_____ 3. Grade/year_____

4. Introduction to drug use;

4.1 Age when first used drugs?
4.2 How first introduced to drug use?
4.3 Do most of your friends use drugs?
4.4. Do you encourage friends to use drugs?
4.5 Do you encourage brothers or sisters?

5. Drug use pattern:

5.1 What drugs have you tried?
5.2 What drugs do you use regularly? How often? How much?
5.3. Do you use drugs alone? in a group?
5.4 Is drug use a problem for you?
5.5 Do you think youth drug use is a problem?
5.6 Do you think you will ever stop?
5.7 have you tried to stop?

6. Reasons for drug use:

6.1 Why did you first start using drugs?
6.2 Why do you use drugs now? What advantages are there for you in using Drugs? What diadvantages?
6.3 Do you ever wish that you had never started using drugs?
6.4 What do you and your friends get out of drugs?

7. Drug use Effects:

7.1 has Drug use changed your relationship with your family? How?
7.2 Has your drug use changed or affected the kinds of friends you have? How?
7.3 Has your drug use affected your school work?
7.4 has your drug use ever made you do anything you were later sorry about?
7.5 What affect has drug use had on your abilities or personality?

8. Help for the drug scene;

8.1 What do you think about the drug scene?
8.2 If you had a choice, what would you rathe doing instead of taking drugs?
8.3. How can adults help kids who are on drugs How can adults "reach" youths before they on drugs?
8.4 What adults should be trying to help kids
8.5 What should parents be doing? School? Chu Community?
8.6 What kind of advice can you give to adult school, etc.

9. School Drug Education:

9.1 Is there drug education in your school?
9.2 Who teaches drug education in your school (Physical Education, health, Family life
9.3 How extensive of a program is it? Is it course.
9.4 How can you improve the present drug educ in your school?
9.5 Is drug education needed for youth today?

10. School Policies on Drugs;

10.1 What is the school's policy regarding dru
10.2 Are you aware of any regulations regardin information given to school personnel bei confidential?

11. School Locker Search;

11.1 Do you know the school's policy regarding searches?
11.2 Does your school have locker searches? how often?

12. Police and school relationship on the Drug Iss

12.1 Does your school have Narcotic Agents?
12.2 Does your school have "regular" Police? Do they carry weapons?
12.3 Do you know what happens to drug "offend Are they suspended, counseled, or expell

STUDENT

EFFECTIVE COMMUNITY AND EDUCATION
1228 Page Street
cisco, California 94117

Interview Guidelines

______ 3. Grade/year_____

use;

used drugs?
oduced to drug use?
r friends use drugs?
re friends to use drugs?
ge brothers or sisters?

you tried?
ou use regularly? How often? How much?
s alone? in a group?
problem for you?
uth drug use is a problem?
u will ever stop?
to stop?

:

st start using drugs?
drugs now?
are there for you in using Drugs?
es?
h that you had never started using

your friends get out of drugs?

anged your relationship with your

se changed or affected the kinds of
e? How?
se affected your school work?
se ever made you do anything you
y about?
drug use had on your abilities

8. Help for the drug scene;

8.1 What do you think about the drug scene?
8.2 If you had a choice, what would you rather be doing instead of taking drugs?
8.3 How can adults help kids who are on drugs? How can adults "reach" youths before they get on drugs?
8.4 What adults should be trying to help kids before?
8.5 What should parents be doing? School? Church? Community?
8.6 What kind of advice can you give to adults, parents, school, etc.

9. School Drug Education:

9.1 Is there drug education in your school?
9.2 Who teaches drug education in your school? (Physical Education, health, Family life Teacher)
9.3 How extensive of a program is it? Is it a reqired course.
9.4 How can you improve the present drug education in your school?
9.5 Is drug education needed for youth today?

10. School Policies on Drugs;

10.1 What is the school's policy regarding drug users?
10.2 Are you aware of any regulations regarding drug information given to school personnel being kept confidential?

11. School Locker Search;

11.1 Do you know the school's policy regarding Locker searches?
11.2 Does your school have locker searches? If so how often?

12. Police and school relationship on the Drug Issue;

12.1 Does your school have Narcotic Agents?
12.2 Does your school have "regular" Police? Do they carry weapons?
12.3 Do you know what happens to drug "offenders" Are they suspended, counseled, or expelled, arrested?

13. School Counselors and the Drug issue:

13.1 Do you think counselors are effective in dealing with students and drugs?

13.2 Is your counselor someone you can turn to when you have a problem. Dru problem?

13.3 What do you see as the ròle of the school cpunselor?

ҡEPORT FR^M THE DAYTON
DRUG PROJECT

As you can see, our report isn't exactly long winded.
adequately documenting the extent and tendencys in drug u
school students.. We don't however see providing evidence
the crucial task at this time; understanding in what ways
problem and exploring how to deal with it- is.
You'll also notice that our report doesn't end with a
either. This is not to say that we . think that bette
parent involvement. a flexable and concerned approach by
important recomendations. We do. But we also think that "
approach drug abuse as the problem, outside of its social
hope to speak to the reality of the situation and only re
inthe way of a clear understanding.
In order to understand the causes of drug abuse you ha
to look at the social and economic relationships our soci
Oppressed, exploited and alienated people have always
escape from their condition- and found it in dreams of a
consumption, various mystical trips, and dope. And those
in a society, who benifit from the condition of the rest
encoraged those activities and historically whether by in
have been willing to use drugs to cool-out discontent.
Now we're not trying to reduce the vastly complex que
to a simple formula. But,no matter how you cut it or whe
certainly where its roots are. (A question that 's uncle
use abuse? We don't think that all use is a problem, but
we don't think that all use isn't,either.)
The solution to drug abuse? Folks struggling to cont
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time shaking off the feeling of powerlessness that makes
way out. High school students who can analyse the role
and understand the causes of their frustration and alien
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Black and Brown communities working to uproot racism and
will stop drug abuse. Women feeling their collective st
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together deciding to what end and in what manner it shou
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IN THE MEAN TIME...
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CIL

REPORT FROM THE DAYTON
DRUG PROJECT

As you can see, our report isn't exactly long winded. We think we are adequately documenting the extent and tendencys in drug use among Dayton high school students. We don't however see providing evidence of drug use as the crucial task at this time; understanding in what ways this useage is a problem and exploring how to deal with it- is.

You'll also notice that our report doesn't end with a series of recomendations either. This is not to say that we . think that better education programs, parent involvement, a flexable and concerned approach by officials, etc., aren't important recomendations. We do. But we also think that "solutions" that approach drug abuse as the problem, outside of its social context, can not hope to speak to the reality of the situation and only reinforce obstacles inthe way of a clear understanding.

In order to understand the causes of drug abuse you have to be willing to look at the social and economic relationships our society is built upon.

Oppressed, exploited and alienated people have always looked for relief and escape from their condition- and found it in dreams of a better future, consumption, various mystical trips, and dope. And those who have the power in a society, who benifit from the condition of the rest of us, have always encoraged those activities and historically whether by inaction or action they have been willing to use drugs to cool-out discontent.

Now we're not trying to reduce the vastly complex question of drug abuse to a simple formula. But,no matter how you cut it or where you dig- this is certainly where its roots are. (A question that's unclear to us is- When is use abuse? We don't think that all use is a problem, but ,as should be clear we don't think that all use isn't,either.)

The solution to drug abuse? Folks struggling to control their own lives, their own futures, are changing the conditions they live under and at the same time shaking off the feeling of powerlessness that makes drugs seem the only way out. High school students who can analyse the role schools play in society and understand the causes of their frustration and alienation and work with teachers and the community to change things around will stop drug abuse. Black and Brown communities working to uproot racism and toward self determination will stop drug abuse. Women feeling their collective strength in struggle will stop drug abuse. And all people who work taking control of their own labor and together deciding to what end and in what manner it should be used - will be destroying the need to abuse drugs.

IN THE MEAN TIME...

We know this may not seem exactly real helpfull in dealing with the problems that emediatly confront us. But unless the work we do now is based on this understanding we will at best be fooling ourselves and wasting our time.

* We sense that this sheet may be a wee bit rhetorical and at points not terribly clear. In attempting to keep it short it got that way. We're looking forward to discussing and developing these ideas with the people at the conference.

DAYTON DRUG PROJECT

This report has been hastily put together and is in many ways incomplete. Our project was late in starting and we're just now finishing.

Besides conducting a survey, part of which's findings are presented here, we did a number of other things. In each of the three high schools we concentrated on we conducted discussions in health and social problems classes. The discussions attempted to clarify and crystalize the student's feelings about drugs. [We also taped, and are in the process of transcribing, a number of in-debth interviews.]

In the latter part of the project we focused on "down" drugs; bluetips, sopors, heroin, and methadone.- drugs that we feel are particularly dangerous, who's use is on the increase, and which present a special problem to young people. We helped research and write a report on heroin use and treatment that deals in debth with the local methadone program.

SURVEY

We took a survey of over 1000 students at three high schools in Dayton. There was an excellent response. The survey asked 40 questions in these areas- self description, personal drug use, school drug programs, and drug knowledge. We haven't yet been able to compile the results in a way that will allow cross-checking (to analyse things like; is there any correlation between amount of spending money and drug use,or; do drug users know more about drugs than non-users) so our figures at this time are of limited value.

The surveys were administered to two mandatory classes in every grade of each school. We hoped to get a representative sampling this way Freshmen health, sophomore English, junior American history, and senior civics were the classes used in each instance. We tried to make sure the classes were homogeneous in every way.

The three schools we worked at are scattered through-out the city and are fairly representative of the over-all community.

SOME RESULTS

These figures can give you an indication of the type of
Our results aren't all in good order yet. We're figurin
grade and the questions about personal drug abuse allow p
degree of use. There are also a number of questions who
not here at all.

13. How often have you used Marijuana or Hash during the		
months	45%	47%
(these percentages indicate use with some regularity)		
14. "......... alcolhol........"	66%	60%
15. "..... pychedelics .."	14%	11%
16. "... heroin..."	3%	3%
17. "... glue ..."	5%	5%
18. "...cough syrup..."	9%	7%
19. "...stimulants ..."	20%	13%
20. "... downs ..."	26%	24%
28. ...whom in your school could you talk over a drug p		
Not a single student at Fairview or Col. White sai		
29. ... been arrested for drugs...	4%	4%
30. ... friends who have been arrested...	62%	47%
32-41 are questions on drug knowledge	53%	45%
(percent correct)		

STUDENTS

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13. How often have you used Marijuana or Hash during the last three months	45%	47%	
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30. ... friends who have been arrested...	62%	47%	
32-41 are questions on drug knowledge (percent correct)	53%	45%	

Concluding and Beginning

When viewed overall, perhaps the mos student reports was that they raised m answered—which is good. It was due time such questions of themselves, of their community. If the answers were frequen because the problem under investigatio quick and easy solution. Or because the asked often enough before.

When there were answers, there was n about them from group to group. considerable disparity between the group in their project goals, in their technical kn situations involved. There was data w conclusions without data. There was subj was needed, and statistics when there s analysis.

Yet for all these difficulties and c astonishing how much the student rep issues. There was complete agreement, abuse among young people was a serious make the point that it was not. Th dissatisfaction with existing drug educat drug policies. No group, including the W was able to report that drug educatio working.

Regarding recommendations for dru recommended that drug abuse be tre academic unit, such as plane geometry or groups urged that drug educators stress th drug use and abuse occurs. Many groups factor in drug education, encouraging ed humanize drug education. They advocate prevalent subject-matter orientation a orientation for drug education.

Finally, several groups agreed that c beyond the classroom and outside the integrated into the concerns and activit large. Those groups recommended that

Concluding and Beginning

When viewed overall, perhaps the most striking feature of the student reports was that they raised more questions than they answered—which is good. It was due time for young people to ask such questions of themselves, of their peers, and of the adult community. If the answers were frequently missing, it was often because the problem under investigation did not lend itself to quick and easy solution. Or because the questions had not been asked often enough before.

When there were answers, there was not necessarily agreement about them from group to group. And always there was considerable disparity between the groups in their points of view, in their project goals, in their technical know-how, and in the drug situations involved. There was data without conclusions and conclusions without data. There was subjectivity when objectivity was needed, and statistics when there should have been critical analysis.

Yet for all these difficulties and disparities, it is almost astonishing how much the student reports did agree on basic issues. There was complete agreement, for example, that drug abuse among young people was a serious problem. No one tried to make the point that it was not. There was also universal dissatisfaction with existing drug education programs and school drug policies. No group, including the Wisconsin Student Union, was able to report that drug education in their schools was working.

Regarding recommendations for drug education, no group recommended that drug abuse be treated as an independent academic unit, such as plane geometry or chemistry. Instead, most groups urged that drug educators stress the social context in which drug use and abuse occurs. Many groups also favored the human factor in drug education, encouraging educators to personalize or humanize drug education. They advocated a trend away from the prevalent subject-matter orientation and toward a student-orientation for drug education.

Finally, several groups agreed that drug education must go beyond the classroom and outside the schools—that it must be integrated into the concerns and activities of the community-at-large. Those groups recommended that issues of drug abuse and drug education be returned to the community where they properly belong, and that the community at last be willing to accept its responsibility with regard to drugs and its young people.

It was at the High School Student Conference in Washington, D.C., in February 1973 that representatives of all nine student groups were able to meet and to identify these areas of mutual agreement. Aware of the limitations of some of their own reports, the students expressed the feeling that they had learned a great deal from the HSSP and indicated that they would be able to demonstrate greater technical skill and thoroughness, were they permitted to carry out a follow-up study at some future date.

Notwithstanding their difficulties and their disagreements, at the conclusion of the three-day conference, the students were able to prepare a joint statement for release to the press (Appendix C). In that statement, they emphasized the principles outlined above, and to a large extent those five principles together emerge as the overall conclusions of the High School Student Project.

BEGINNING

The HSSP is over. It ended officially at the close of that conference in February 1973. But in the minds of the student participants and of all the individuals at DAC who were involved in it, the HSSP represents, above all, a beginning. For it was their belief from the outset that the greatest value of the HSSP will be as a stepping stone. As an innovation and a pilot project in youth drug research, it is hoped that the HSSP can now pave the way for even more effective youth participation in the design of drug education and prevention programs.

Throughout this report, DAC has tried to indicate the weaknesses or judgmental errors which existed in this first student drug project. This was done in the hope that such errors might be eliminated in future youth research on drugs. It is hoped that other youth researchers on drug abuse might benefit sufficiently from the experience of the HSSP to avoid some of those same errors. DAC has also tried to emphasize the strengths of the HSSP throughout the report, and to stress the special insights which were achieved because of the unique student perspective o project. This was done to encourage other agencies to initiat integrate their own youth research.

DAC hopes that the HSSP has at least demonstrated the fu of having educators and policy makers in the drug field proce planning drug education programs without the direct involve and participation of young people. And the HSSP has additio demonstrated that young people want to participate, that care enough about drug abuse to become actively involved a work hard at finding more effective ways to deal with it.

It was stated above that the HSSP raised more questions t answered, and that means that much more work is left to be Believing that more answers can be found by young people confident that more questions can be raised by them, earnestly entreats others in the drug abuse field to permit a encourage young people to participate in further drug pro For although DAC strongly urges educators to apply the prin evolved by the HSSP (as summarized above), DAC believe the most important application of the project would be incentive for further youth participation in all sorts of education and prevention efforts.

For this reason, DAC prefers to conclude this report, not string of answers, but with more questions. All of these que emerged directly or indirectly from the HSSP, and some of it is hoped, will motivate further investigation by young p seeking ways to curb drug abuse among their peers.

QUESTIONS
FOR FUTURE YOUTH RESEARCH

(1) Is it desirable for schools to attempt to influence attitudes? Is this the responsibility of the family? C community?

(2) Is it possible for schools to influence student attitude

(3) What other segments of the community should a responsibility for drug education? Law enforcement? C Health professions?

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DAC hopes that the HSSP has at least demonstrated the futility of having educators and policy makers in the drug field proceed in planning drug education programs without the direct involvement and participation of young people. And the HSSP has additionally demonstrated that young people want to participate, that they care enough about drug abuse to become actively involved and to work hard at finding more effective ways to deal with it.

It was stated above that the HSSP raised more questions then it answered, and that means that much more work is left to be done. Believing that more answers can be found by young people, and confident that more questions can be raised by them, DAC earnestly entreats others in the drug abuse field to permit and to encourage young people to participate in further drug projects. For although DAC strongly urges educators to apply the principles evolved by the HSSP (as summarized above), DAC believes that the most important application of the project would be as an incentive for further youth participation in all sorts of drug education and prevention efforts.

For this reason, DAC prefers to conclude this report, not with a string of answers, but with more questions. All of these questions emerged directly or indirectly from the HSSP, and some of them, it is hoped, will motivate further investigation by young people seeking ways to curb drug abuse among their peers.

QUESTIONS
FOR FUTURE YOUTH RESEARCH

(1) Is it desirable for schools to attempt to influence drug attitudes? Is this the responsibility of the family? Of the community?

(2) Is it possible for schools to influence student attitudes?

(3) What other segments of the community should assume responsibility for drug education? Law enforcement? Courts? Health professions?

(4) If the schools do undertake drug education, how much of the responsibility should lie with the teachers? With the students? With the counselors? With the administration?

(5) How qualified are any of the above groups to provide drug education?

(6) What should be the goals of a drug education program? What are the goals of existing programs? How can these goals be integrated into the total curriculum?

(7) What type of drug curriculum is most desirable? Most effective? Most prevalent?

(8) How can one measure the succ
program? What difficulties are involved in
a drug program?

(9) What changes have been made i
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(8) How can one measure the success of a drug education program? What difficulties are involved in measuring the success of a drug program?

(9) What changes have been made in drug education? What changes need to be made?

(10) What is the effect of school drug policy on student drug attitudes? What is a desirable school policy on drugs and drug users? What kind of school drug policies are most prevalent, if any?

Appendices

APPENDIX A
STUDENT INFORMATION CENTE

DRUG

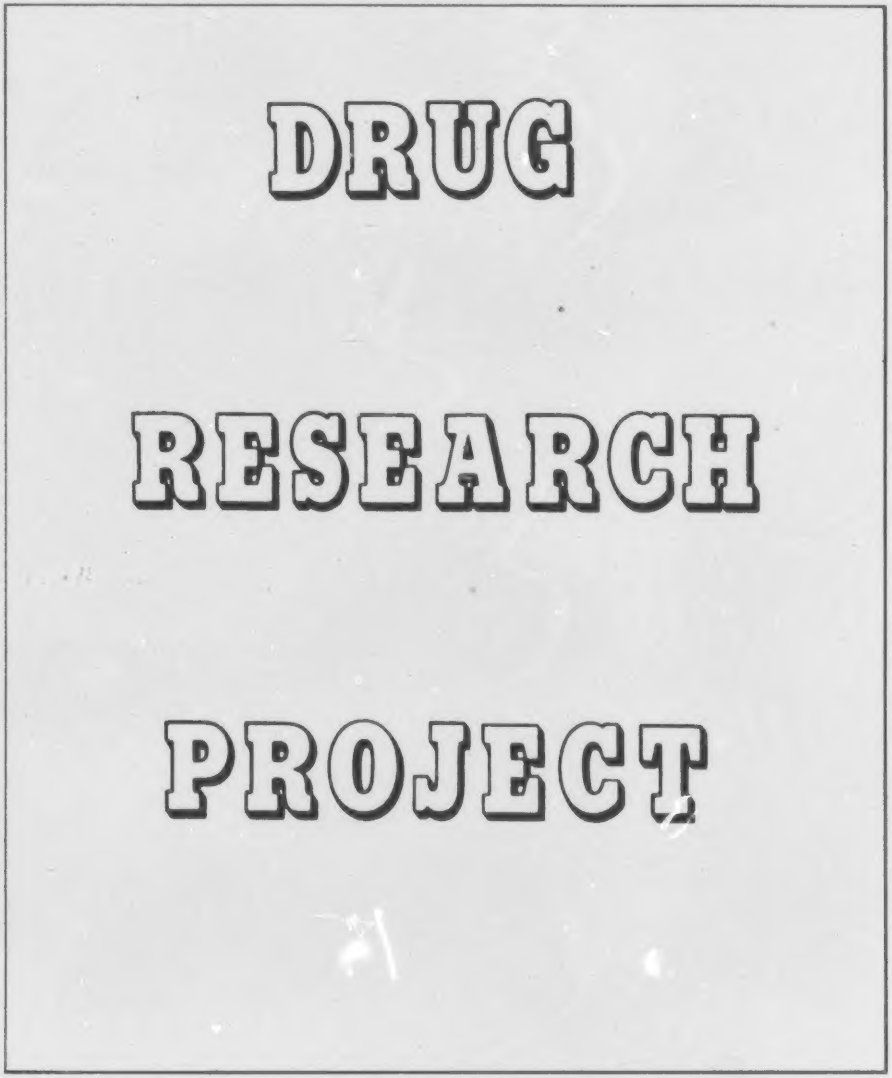
RESEAR

PROJEC

STUDEN

Appendices

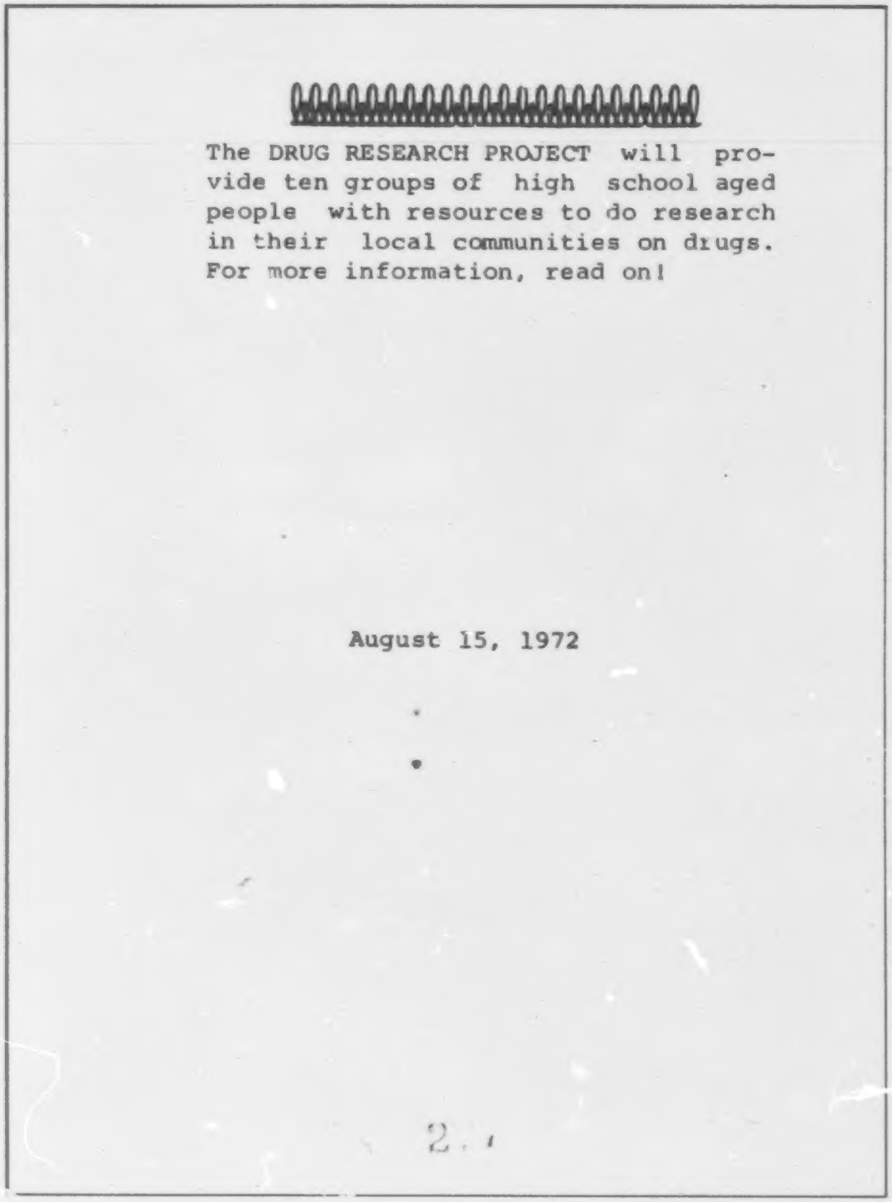
APPENDIX A
STUDENT INFORMATION CENTER BROCHURE



DRUG

RESEARCH

PROJECT



The DRUG RESEARCH PROJECT will provide ten groups of high school aged people with resources to do research in their local communities on drugs. For more information, read on!

August 15, 1972

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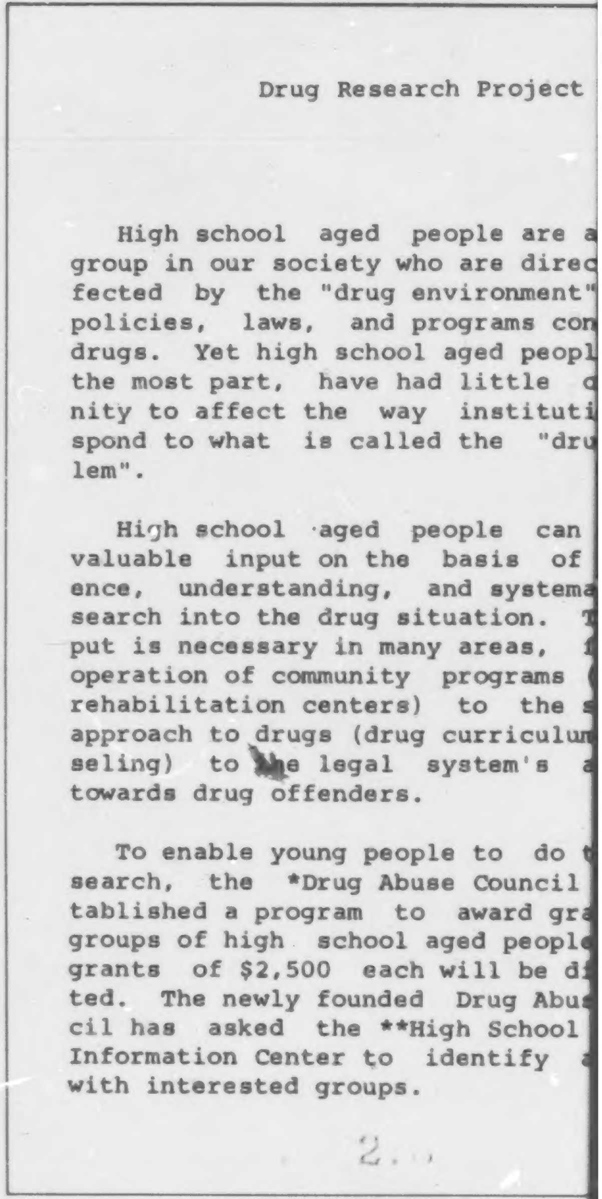

Drug Research Project

High school aged people are a
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operation of community programs (
rehabilitation centers) to the s
approach to drugs (drug curriculum
seling) to the legal system's a
towards drug offenders.

To enable young people to do t
search, the *Drug Abuse Council
tablished a program to award gra
groups of high school aged people
grants of $2,500 each will be di
ted. The newly founded Drug Abus
cil has asked the **High School
Information Center to identify a
with interested groups.

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August 15, 1972

NCIL

Drug Research Project

High school aged people are a major group in our society who are directly affected by the "drug environment" and by policies, laws, and programs concerning drugs. Yet high school aged people, for the most part, have had little opportunity to affect the way institutions respond to what is called the "drug problem".

High school aged people can provide valuable input on the basis of experience, understanding, and systematic research into the drug situation. This input is necessary in many areas, from the operation of community programs (such as rehabilitation centers) to the schools' approach to drugs (drug curriculum, counseling) to the legal system's attitude towards drug offenders.

To enable young people to do this research, the *Drug Abuse Council has established a program to award grants to groups of high school aged people. Ten grants of $2,500 each will be distributed. The newly founded Drug Abuse Council has asked the **High School Student Information Center to identify and work with interested groups.

Since so little research has been done concerning teenagers and drugs and even less by young people, there are many areas which need to be investigated. You may decide to include them all or to focus in great detail on one or more specific areas.

General areas that could be investigated but where there are few facts or statistics available (valid ones, at any rate) include young people's attitudes towards drugs; an evaluation of the size and nature of drug use from the vantage point of high school aged people; and an examination of the reasons underlying drug use among teenagers. Many of these areas pose questions that only peers can ask other high school aged people and get valid answers.

Specific information might be gathered on: school drug curriculums; community and other school programs related to drugs; drug laws, and how judges in juvenile courts treat young people arrested on drug charges; the number and nature of young people in reformatories on drug charges; police drug policies; the number and nature of arrests of young people on drug charges; and how school of
and school counselors handle drug
in school.

Hopefully, in doing this resear
will be able to come up with const
evaluations of existing drug prog
well as recommendations for eit
provement of those programs or d
ment of new drug programs, on the
nity, school, and/or government le

The projects will be funded fo
months. At the end of this perio
information must be compiled int
port. The funding will begin on
15, 1972. A conference with repr
tives from all local projects is
for the end of January, 1973.

If you are truly interested in
ing one of the ten local project
tact us describing the areas you
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be done, and who will do it. The
Information Center Drug Project st
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drug charges; and how school officials and school counselors handle drug users in school.

Hopefully, in doing this research, you will be able to come up with constructive evaluations of existing drug programs as well as recommendations for either improvement of those programs or development of new drug programs, on the community, school, and/or government levels.

The projects will be funded for three months. At the end of this period, the information must be compiled into a report. The funding will begin on October 15, 1972. A conference with representatives from all local projects is planned for the end of January, 1973.

If you are truly interested in starting one of the ten local projects, contact us describing the areas you propose to investigate, how you will perform your research, why you think it needs to be done, and who will do it. The Student Information Center Drug Project staff together with representatives of the Drug Abuse Council will decide which groups

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will be funded. Again, if you are interested, call the director of the Student Information Center Drug Project at (202) 338-6316.

Pat Wilson, Director
SIC Drug Project

Since the projects are scheduled to begin on October 15th, we need to hear from you as soon as possible!

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*The **Drug Abuse Council** is a p
independent source of information,
evaluation and research funding
field of drug abuse. It was creat
group of major foundations in resp
a widely felt need for leadership
tion to overcome ignorance, confu
ineffective use of resources.

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The **Student Information Cen
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February, 1970 towards educationa
in high schools. It collects an
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ed. Again, if you are inter-
the director of the Student
Center Drug Project at (202)

Pat Wilson, Director
SIC Drug Project

ojects are scheduled to begin
15th, we need to hear from
as possible!

---

*The **Drug Abuse Council** is a private, independent source of information, policy evaluation and research funding in the field of drug abuse. It was created by a group of major foundations in response to a widely felt need for leadership and action to overcome ignorance, confusion and ineffective use of resources.

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The **Student Information Center (SIC), a national organization, has worked since February, 1970 towards educational reform in high schools. It collects and diseminates information on various aspects of educational change and how to achieve it.

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APPENDIX B*

THE PENNSYLVANIA STATE UNIVERSITY DRUG EDUCATION EVALUATION SCALES
HIGH SCHOOL FORM

(FACE SHEET)

Directions: Please indicate on a separate answer sheet the number that most accurately answers the question, or is typical of your opinion. It is not expected that you will know all the answers, but since there is no penalty for guessing please attempt to answer everything. Do not put your name on the answer sheet. By making these questionnaires anonymous it is our hope that you will answer these questions honestly.

PERSONAL DATA QUESTIONNAIRE

1. Are you male or female?

   a. male
   b. female

2. What is your present educational level?

   a. freshman
   b. sophomore
   c. junior
   d. senior

3. What is your school program?

   a. Vocational-Technical
   b. Commercial
   c. College Preparatory
   d. General

4. What is your overall grade average?

   a. A (3.5+)
   b. B (3.0-3.49)
   c. C (2.0-2.99)
   d. D (1.0-1.99)
   e. E (.9-or lower)

5. Number of school activities in which you participate?

   a. none
   b. one
   c. two
   d. three
   e. four or more

---

* The scales included in Appendix B are reproduced from "Pennsylvania State University Evaluation Scales," by John D. Swisher and John J. Horan, *Accountability in Drug Education: A Model for Evaluation* (Washington, DC: Drug Abuse Council, 1973).

THE PENNSYLVANIA STATE UNIVERSITY DRUG EDUCATION EVALUATION SCALE

Part Two: Drug Attitude Scale[17]

Developed by John J. Horan and John D. Swisher

1. Drugs are basically an "unnatural" way to enjoy life.

a. strongly agree
b. agree
c. have no opinion
d. disagree
e. strongly disagree

2. I see nothing wrong with taking an LSD trip.

a. strongly agree
b. agree
c. have no opinion
d. disagree
e. strongly disagree

3. I'd have to be pretty sick before I'd take any drug including an aspirin.

a. strongly agree
b. agree
c. have no opinion
d. disagree
e. strongly disagree

4. Teachers ought to encourage their students to experiment with drugs.

a. strongly agree
b. agree
c. have no opinion
d. disagree
e. strongly disagree

5. Pep pills are a stupid way of keeping alert when there's important work to be done.

a. strongly agree
b. agree
c. have no opinion
d. disagree
e. strongly disagree

6. I wish I could get a hold of some pills to calm me down whenever I get "up tight."

a. strongly agree
b. agree
c. have no opinion
d. disagree
e. strongly disagree

7. Students should be told about the harmful side effects of certain drugs.

a. strongly agree
b. agree
c. have no opinion
d. disagree
e. strongly disagree

8. All drugs should be made legal and freely available.

a. strongly agree
b. agree
c. have no opinion
d. disagree
e. strongly disagree

9. Even if my best friend gave me some hash, I probably wouldn't use it.

a. strongly agree
b. agree
c. have no opinion
d. disagree
e. strongly disagree

10. In spite of what the establishment says, the drug scene is really "where it's at."

a. strongly agree
b. agree
c. have no opinion
d. disagree
e. strongly disagree

11. As a general rule of thumb, most drugs are dangerous and should be used only with medical authorization.

a. strongly agree
b. agree
c. have no opinion
d. disagree
e. strongly disagree

12. I admire people who like to get stoned.

a. strongly agree
b. agree
c. have no opinion
d. disagree
e. strongly disagree

13. Taking any kind of dope is a pretty dumb idea.

a. strongly agree
b. agree
c. have no opinion
d. disagree
e. strongly disagree

14. I would welcome the opportunity to get high on drugs.

a. strongly agree
b. agree
c. have no opinion
d. disagree
e. strongly disagree

---

[17] Reliability and validity data located in Part Two of this chapter's Appendix.

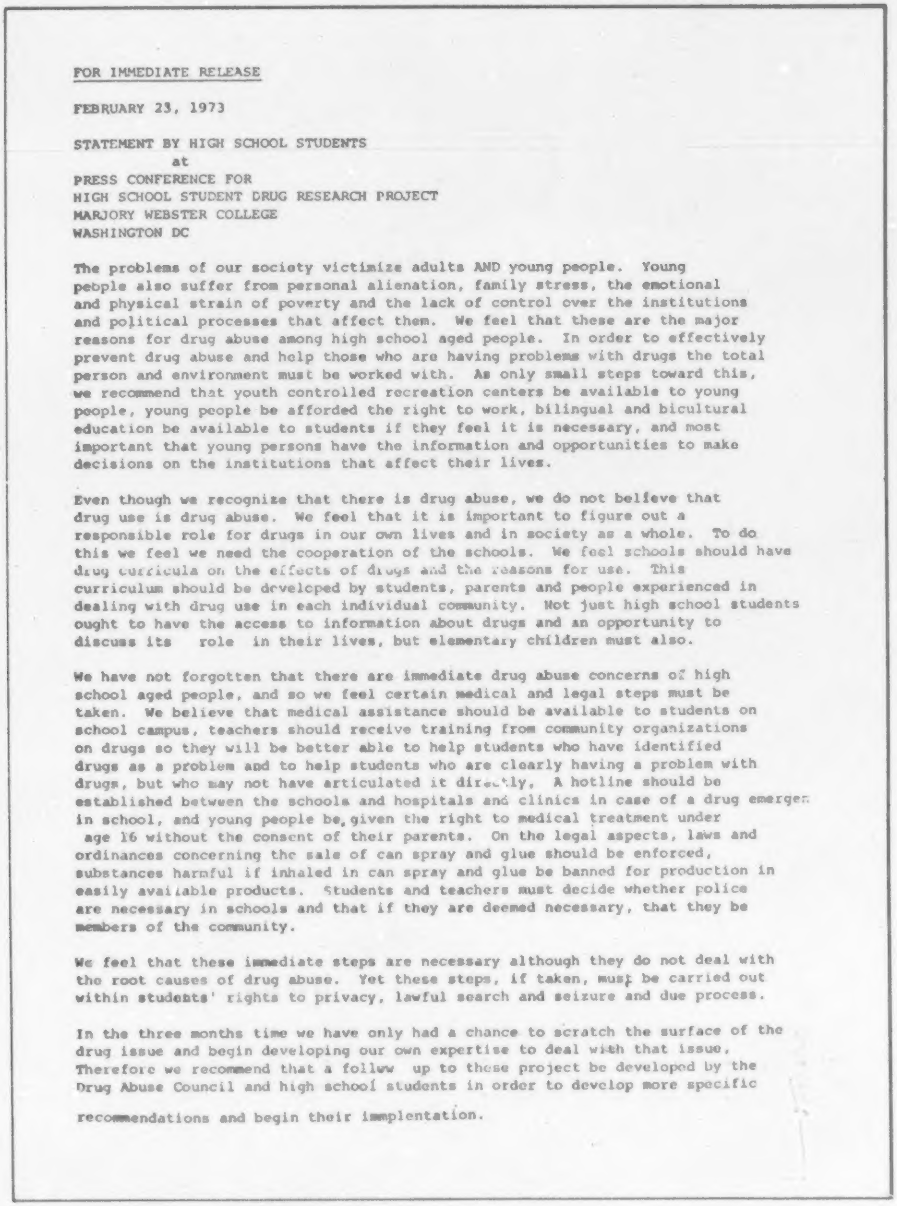
TABLE 1
THE PENNSYLVANIA STATE UNIVERSITY DRUG EDUCATION EVALUATION SCALE
Part Three: Drug Use Inventory

DIRECTIONS: Answer only the questions that apply to you with the products listed across the top of this questionnaire. Put the letter which most accurately describes you on the separate answer sheet. It is possible that you may answer only the first two questions for some products, but you may answer all of the questions for other products.

	Cigarettes	Alcohol Beer, Wine Mixed Drinks	Marijuana	Hallucinogens LSD Mescaline Peyote	Stimulants Amphetamines Speed (without a prescription)	Depressants Tranquilizers Barbiturates (without a prescription)
To what extent do your best friends use this product? a. not at all b. monthly c. weekly d. daily e. more than once a day	1	7	13	19	25	31
Have you ever used this product? a. no b. yes	2	8	14	20	26	32
If you checked "no" do not answer any more questions for this product, OTHERWISE CONTINUE.						
How old were you when you first used this product? a. under 12 b. 12-15 c. 16-18 d. 19-21 e. over 21	3	9	15	21	27	33
To what extent are you currently using this product? a. not at all b. monthly c. weekly d. daily e. more than once a day	4	10	16	22	28	34
If you checked "not at all" do not answer any more questions for this product, OTHERWISE CONTINUE.						
What is your primary source for obtaining this product? a. friends (students) b. friends (non-students) c. other contacts d. family members e. a store	5	11	17	23	29	35
Which of the following is your primary reason for using this product? a. curiosity b. pleasure, fun or kicks c. to be sociable d. to gain insight or creativity e. to escape pressure f. to help study g. other	6	12	18	24	30	36

APPENDIX C

STUDENT PRESS RELEASE following February 1973 Conference



FOR IMMEDIATE RELEASE

FEBRUARY 23, 1973

STATEMENT BY HIGH SCHOOL STUDENTS
at
PRESS CONFERENCE FOR
HIGH SCHOOL STUDENT DRUG RESEARCH PROJECT
MARJORY WEBSTER COLLEGE
WASHINGTON DC

The problems of our society victimize adults AND young people. Young people also suffer from personal alienation, family stress, the emotional and physical strain of poverty and the lack of control over the institutions and political processes that affect them. We feel that these are the major reasons for drug abuse among high school aged people. In order to effectively prevent drug abuse and help those who are having problems with drugs the total person and environment must be worked with. As only small steps toward this, we recommend that youth controlled recreation centers be available to young people, young people be afforded the right to work, bilingual and bicultural education be available to students if they feel it is necessary, and most important that young persons have the information and opportunities to make decisions on the institutions that affect their lives.

Even though we recognize that there is drug abuse, we do not believe that drug use is drug abuse. We feel that it is important to figure out a responsible role for drugs in our own lives and in society as a whole. To do this we feel we need the cooperation of the schools. We feel schools should have drug curricula on the effects of drugs and the reasons for use. This curriculum should be developed by students, parents and people experienced in dealing with drug use in each individual community. Not just high school students ought to have the access to information about drugs and an opportunity to discuss its role in their lives, but elementary children must also.

We have not forgotten that there are immediate drug abuse concerns of high school aged people, and so we feel certain medical and legal steps must be taken. We believe that medical assistance should be available to students on school campus, teachers should receive training from community organizations on drugs so they will be better able to help students who have identified drugs as a problem and to help students who are clearly having a problem with drugs, but who may not have articulated it directly. A hotline should be established between the schools and hospitals and clinics in case of a drug emerger in school, and young people be given the right to medical treatment under age 16 without the consent of their parents. On the legal aspects, laws and ordinances concerning the sale of can spray and glue should be enforced, substances harmful if inhaled in can spray and glue be banned for production in easily available products. Students and teachers must decide whether police are necessary in schools and that if they are deemed necessary, that they be members of the community.

We feel that these immediate steps are necessary although they do not deal with the root causes of drug abuse. Yet these steps, if taken, must be carried out within students' rights to privacy, lawful search and seizure and due process.

In the three months time we have only had a chance to scratch the surface of the drug issue and begin developing our own expertise to deal with that issue. Therefore we recommend that a follww up to these project be developed by the Drug Abuse Council and high school students in order to develop more specific recommendations and begin their immplentation.

THE DRUG ABUSE COUNCIL PUBLICATIONS

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(4) The Retail Price of Heroin: Estimation and Applications

This summary of research designed to develop estimates of heroin retail prices in selected U.S. cities is applied to problems associated with illicit narcotics use. Extensions of the analysis to other policy related questions including the effectiveness of law enforcement policies are discussed.

(5) Employment and Addiction: Overview of Issues

New York City was the focal point for this investigation of addiction and employment-related issues. It explores employers' methods of relating to drug users and treatment programs' relationships with employment groups. Recommendations for further study and action are provided.

(6) The Organization of the United Nations to Deal with Drug Abuse

The origins of international drug controls and structure of the United Nations system form the background for this detailed study. Provided are analyses and summaries of core components of the United Nations including the Commission on Narcotic Drugs, Division of Narcotic Drugs, United Nations Fund for Drug Abuse Control, International Narcotics Control Board and World Health Organization.

(7) Occasional Heroin Users: A Pilot Study

A report on the psychological testing of 12 non-addicted heroin users. This reprint of an article published in the *Archives of General Psychiatry* is free of charge.

(8) Survey of City/County Drug Abuse Activities 1972

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(2) Drug Program Assessment: A Community Guide

This study was developed in response to the need expressed by local officials, community leaders and coordinating councils for reliable methods to use in evaluating their communities' program. Procedures are suggested for identifying pertinent treatment system objectives, evaluation criteria, data requirements, information collection, analysis and reporting.

(3) Students Speak on Drugs: The High School Student Project

Nine student groups from across the country investigated illicit drug use in their local areas. Their findings and recommendations are detailed in this report. Problems encountered by the student researchers are also described.

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